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ABSTRACT

An eight-part descriptive analysis is presented of the 18 projects funded through OERI's Educational Partnerships Program (EPP) in September of 1990. The EPP supports alliances between public schools and/or higher education and the private sector to encourage excellence in education. The 18 projects include: Anchorage Vocational Academic Institute of Learning (AVAIL) (Alaska); Project Partners (California); Project CHAMPS (Community Help for Academic Mastery in Partnership Schools) (California); Partnerships for Educational Excellence in the Oakland Public Schools (California); The Visiting Scientists Program (Colorado); Taylor Compact Partnership (Florida); Corporate Coaches for Career Development (Georgia); Masterminding: Partners in Learning and Using Mathematics and Science (Massachusetts); Teaming for Excellence (Michigan); A Partnership for Science and Math Learning in Urban Middle Schools (New Jersey); Brooklyn School/Business Alliance Project (New York); The Interactive Learning Environment Project (New York); Cooperative Alliance for Gifted Education (Ohio); Education for Tomorrow Alliance (Texas); School Restructuring through Partnerships (Vermont); Education for the 21st Century (Virginia); Commitment to Quality (Virginia); and The Team Tutoring Project (Washington). The eight sections of the paper provide: (1) summary descriptions of each project (outlining descriptive title, funding data, project partnership, target student population and project focus, objectives, project description and activities, new products/materials to be developed, evaluation plan, and contact persons and Department of Education project officer); (2) matrices--a visual scan of the projects; (3) the projects' evaluation plans; (4) major categories of common project elements (use/development of technology, staff development, science and math education, tutorial and mentorship activities, college/university linkages with precollegiate education, career/vocational education, alternative schools/programs, gifted/talented education, and comprehensive student service); (5) descriptions of partnership structures; (6) suggestions for common questions across the projects in terms of development and operation of the partnerships, project activities, and project results; (7) a summary of project activities on elements suggested for special observation; and (8) some thoughts on national dissemination (translating information and penetrating the markets). (RLC)

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EDUCATIONAL PARTNERSHIPS PROGRAM: ANALYSIS OF PROJECT CHARACTERISTICS

by

Jacqueline P. Danzberger

Prepared for: U.S. Department of Education
Educational Partnerships
Program

December, 1990
Washington, D.C.

TM016067

Preface

The U.S. Department of Education's Office of Educational Research and Improvement (OERI) funded the first cycle of four year projects under its new Educational Partnerships Program in September 1990. The Educational Partnerships Program is authorized by the Educational Partnerships Act of 1988, Title VI, subtitle A, Chapter 5 of the Omnibus Trade and Competitiveness Act of 1988 (Pub. L.100-418) (20 U.S.C. 5031-5039). This legislation also requires the Secretary to conduct an annual evaluation of the grants made under the program and to disseminate information relating to the activities assisted.

In performing the evaluation and dissemination responsibility, OERI has attempted to design its activities to build on what already is known, and to expand knowledge about the characteristics of effective partnerships and how to establish, sustain, and evaluate them. In order to establish a baseline for future work, assess what already is known about educational partnerships, and review potential evaluation design options, OERI commissioned the following analyses and syntheses:

> Danzberger, Jacqueline P., "EDUCATIONAL PARTNERSHIPS PROGRAM: ANALYSIS OF PROJECT CHARACTERISTICS," December, 1990.
>
> Education Resources Group, "AN OVERVIEW OF EVALUATION RESEARCH ON SELECTED EDUCATIONAL PARTNERSHIPS," January, 1991.
>
> Education Resources Group, Inc. "OPTIONS FOR EVALUATING THE EDUCATIONAL PARTNERSHIPS PROGRAM," January, 1991.
>
> Grobe, Terry and Susan P. Curnan and Alan Melchior, "SYNTHESIS OF EXISTING KNOWLEDGE AND PRACTICE IN THE FIELD OF EDUCATIONAL PARTNERSHIPS," December, 1990.

This is one of the four commissioned reports. All four are available through ERIC.

U.S. DEPARTMENT OF EDUCATION
EDUCATIONAL PARTNERSHIPS PROGRAM

ANALYSIS OF PROJECT CHARACTERISTICS

This paper was commissioned for the purpose of preparing a multi-part descriptive analysis of the eighteen projects funded through the Educational Partnerships Program in September, 1990. There are eight sections in the paper. In order to place the descriptive analyses in Sections II. through VIII. in context, it is important to read first the overall description of each project in Section I. The paper is numbered sequentially beginning with Section II. Sections of the paper are:

I. Summary Descriptions of The Project

II. Matrices: A Visual Scan of the Projects

III. Projects' Evaluation Plans

IV. Major Categories of Common Project Elements

V. Partnership Structures

VI. Suggestions for Common Questions Across the Projects

VII. Project Activities on Elements Suggested for Special Observation

VIII. Some Thoughts About Dissemination

SECTION I: SUMMARY DESCRIPTIONS OF THE PROJECTS

Note: An asterisk beside a project partner identifies the fiscal agent for the project.

ANCHORAGE VOCATIONAL ACADEMIC INSTITUTE OF LEARNING (AVAIL)

ANCHORAGE, ALASKA

DESCRIPTIVE TITLE

A project to develop a program targeted to the growing population of drop-out teenagers who are ill-prepared for work or life.

FUNDING - YEAR I

Federal:	$260,980
Non-Federal:	$308,928
Total:	$569,908

PROJECT PARTNERSHIP

Anchorage School District*
Municipality of Anchorage, Department of Health and Human Services
(Public Health Division)
Covenant House
Key executives from private industry, including Burger King Restaurants, Carr-Gottstein Properties, 5th Avenue Mall Stores, and the First National Bank of Anchorage

The project will be administered by the Anchorage School District

TARGET STUDENT POPULATION AND PROJECT FOCUS

This project is targeted to high school drop outs between the ages of 14 and 19, and students currently enrolled in the Anchorage Public School students whose socio-economic status, academic underachievement, and other characteristics have made them at-risk for dropping out of high school.

This project anticipates a 25% enrollment of Native American youth.

PROJECT OBJECTIVES

The project has the following objectives:

1. To open and operate a store-front alternative school for at-risk students and youth who have dropped out of school, which will serve 60-100 students on an on-going basis.

2. To return 25 students from the alternative school to regular high school each semester.

3. To raise self esteem of participating students.

4. To introduce 30 potential community and business mentors and role models to the alternative schools each semester.

5. To conduct job explorations of local businesses each semester.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Anchorage Vocational Academic Institute of Learning (AVAIL) is intended to be a model project combining the resources of the Anchorage Public Schools, the private business community, and local non-profit organizations in a joint effort to provide employment and academic and life skills to at-risk adolescents. Technical assistance from the partnership will help to establish the alternative school where students will receive computer training and instruction to increase basic skills in reading, math, language, and life-skills, to the level necessary for entry level employment. Students will have opportunities for in-depth vocational exploration. Parents of students in the program will be invited to attend a course, Affective Skills Training for parents.

The University of Alaska at Anchorage will use AVAIL to train preservice secondary teachers. Student teachers will be placed with the program for three months.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED MATERIALS

N/A

PROJECT EVALUATION PLAN

Two forms of evaluation will be used for this project:

An evaluation of student progress: this will include evaluation in mathematics, reading, life skills, and self esteem. Records on health and vocational interests/goals will also be kept to monitor student progress.

An outcome evaluation: students will be judged to have successfully complete this program if they either return to school full-time or become gainfully employed.

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PROJECT PARTNERS

COMPTON, CALIFORNIA

DESCRIPTIVE TITLE

A project which merges three organizations in a partnership with target schools in order to coordinate and make maximum use of community, business, parent, and volunteer resources in a strong program to increase student success in school.

FUNDING

Federal:	$325,000
Non-Federal:	$ 52,460
Total:	$377,460

PROJECT PARTNERSHIP

Quality Education Project (QEP)*
California Local Educational Reform Network (C-LERN)
Cities in Schools (CIS)
Compton, California Unified School District

The Quality Education Project is responsible for managing and coordinating the total program and for project evaluation.

TARGET STUDENT POPULATION AND PROJECT FOCUS

The project will include all students in nine K-5 schools in the Compton Public Schools. Ninety-nine percent of the students are from minority racial and ethnic populations and eighty-seven percent are from families living in poverty.

PROJECT OBJECTIVES

The goal of Project Partners is to implement educational and organizational environmental reform programs in nine identified "at-risk" schools in Compton Unified School District. The project has the following objectives:

1. (Demonstration Model) Implement and maintain a QEP, C-LERN, and CIS coordinated alliance demonstration model program for engaged parent and community involvement through school improvement that significantly increases student academic achievement in the target schools. The specific objective is to increase total battery California Test of Basic Skills (CTBS) scores of target students at a statistically significant level yearly.

2. (Product Development) Design, adapt, and produce two commercial quality Project Partners manuals that are appropriate for schools with underachieving students.

3. (Research and Evaluation) Complete a comprehensive research and evaluation report that includes formative and summative results validating Project Partners.

4. (Dissemination) Disseminate the results of the model Project Partners program statewide through meetings for educators.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project intends to establish a model program of integrated services and educational program reform that will significantly increase student academic achievement in school and diminish the school failure and drop out rate for these students. The program includes parent, community, and service agency support for a restructured educational program that is specifically designed to empower school staff, parents, and community members to meet the needs of a severely underachieving and impoverished student population. Project Partners includes activities to train staff of target schools to generate and secure parent and community volunteer support for the schools.

QEP will provide training and continuing program support for parents, members of the community, and school staff in a highly structured program to involve parents and the community in support of the schools' educational reforms.

The C-LERN program will provide for the development and implementation of an intervention and school reform plan for responding to specific needs of students in the target schools. School staff training necessary to implement the reforms will also be provided.

CIS will identify students' human services needs and will coordinate more effective delivery of human services for the target students and their families.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

The project will produce two manuals: "Project Partners - A Total Partnership Manual," and "Project Partners - QEP, CIS, C-LERN Implementation Manual." These products will be used to maintain the program and will be available for program replication in other California school districts with similar needs.

PROJECT EVALUATION PLAN

The evaluation plan of Project Partners is an integral part of the project, representing a project objective. A research and evaluation report that includes formative and summative results will be produced at the completion of the project. A control group of students at non-targeted schools which have similar achievement, ethnic, linguistic, and socio-economic backgrounds will be matched with the experimental group for comparison.

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PROJECT C.H.A.M.P.S.
(Community Help for Academic Mastery in Partnership Schools)

NAPA VALLEY, CALIFORNIA

DESCRIPTIVE TITLE

A project to bring the resources of the community to bear on the needs of the schools and particularly on the needs of educationally and economically disadvantaged and gifted students.

FUNDING - YEAR I

Federal:	$260, 000
Non-Federal:	$119, 358
Total:	$379, 358

PROJECT PARTNERSHIP

Napa Valley Unified School District*
Napa Valley College
International Business Machines
Pacific Bell
Napa Valley Private Industry Council
Napa Rotary Club
Parents' Organizations from the Chapter 1 schools
National Alliance of Business
Napa Valley Unified Educational Foundation
Queen of the Valley Hospital
Solano-Napa Agency on Aging
Napa City-County Library
KQED, San Francisco
California State Department of Education
Napa County Human Services Delivery System

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a district-wide program for educationally disadvantaged and gifted students in elementary and middle schools in the primarily suburban/rural Napa Valley Unified School District.

PROJECT OBJECTIVES

The project partners have identified objectives for students, schools, the school district, and the business/community partners:

Student Objectives

1. Each educationally disadvantaged student will demonstrate a minimum of 1.3 years increase each school year in mathematics and reading until scoring in the 50th percentile (at least) as measured by the CTBS;

2. Each gifted student will demonstrate above grade level achievement in mathematics and reading (as measured by the CTBS): and

3. All students will score either "proficient" of "exemplary" in authentic assessments of history/social science/geography projects.

School Objectives

1. Each school will demonstrate a minimum 20 per cent gain (or achieve 90 per cent or above) in relative state ranking in mathematics and reading at the 6th and 8th grade levels by the end of the third year of their project participation and will sustain the achievement in the fourth year.

District Objectives:

1. The District will provide the coordination and training to ensure partnerships success.

2. The District will provide each school in the project site-based autonomy in the methods chosen to achieve the objectives, including autonomy in expending funds to achieve the objectives (subject to grant guidelines).

Partner Objectives:

1. Partners will provide 100 percent of the matching funds for project CHAMPS and monies/in-kind donations for the student incentive program.

2. Partners will operate the volunteer and tutorial program for the gifted and disadvantaged students.

3. Partners will coordinate and participate in the parent and student workshops to raise educational expectations.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project is presented as a major shift in policy for the school district and a key district move toward restructuring the schools. The school district, through the broad-based business and community partnerships, intends to involve the community substantially in the mission of the schools in ways that will continue involvement and support over time.

This program has nine basic components:

A volunteer and tutorial program to improve elementary reading skills
A revision of the elementary mathematics curriculum to guarantee that all students master the grade level outcomes.
A multi-media, project-oriented approach to social science geography in the fifth and sixth grades.
The implementation of interdisciplinary, thematic curriculum units at the middle schools.
The addition of science and technology laboratory courses and resource rooms at the middle schools
A cross-age tutoring program between middle and elementary schools
A student "safety net" program
Parent and student "raising expectations" workshops.
A training and evaluation program for partnership members to enhance the viability of the alliance

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

"How To" information packets (and/or computer discs) covering the change process and new material for each project component.

PROJECT EVALUATION PLAN

Project objectives for students, schools, and partners are framed to include evaluation factors. Data will be collected and analyzed in terms of these factors. To evaluate the District's objectives, an external evaluator will be retained. This evaluation will focus on analysis of the district's leadership, management, and coordination of the educational partnership.

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PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE IN THE OAKLAND PUBLIC SCHOOLS

OAKLAND, CALIFORNIA

DESCRIPTIVE TITLE

A project to support the development and coordination of an educational partnership in support of the Oakland Public Schools.

FUNDING - YEAR I

Federal:	$224,107
Non-Federal:	$151,068
Total:	$375,175

PROJECT PARTNERSHIP

University of California at Berkeley*
Oakland Unified School District
The University-Oakland Metropolitan Forum
The Commission for Positive Change in the Oakland Public Schools ("Commission")
The Urban Strategies Council

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a project to improve education in all public elementary and secondary schools in the City of Oakland. The school district enrollment is 53,800 students. 90% are from minority population groups and 45.7% receive AFDC.

PROJECT OBJECTIVES

The project has three broad objectives:

1. To continue the work of the Commission for Positive Change through its implementation and monitoring stages to ensure that the community plan is put into practice, and that the resources are in place to bring about the needed changes in the schools.

2. To establish the Oakland Mentoring Center, offering sufficient assistance to new and existing mentoring programs so that the community's potential for providing mentorship to disadvantaged youth is fully realized.

3. To provide support to the career academies in four Oakland high schools so that all students at all sites can experience a fully-developed and well-run program, that the academies are well-linked to local employers, and the school district and the City have established an effective and mutually beneficial partnership for continued support of the academies.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project, through partnership alliances, will apply the resources of local institutions to improve the management and delivery of educational services in the Oakland Public Schools. The project is predicated on the belief that the schools are the responsibility of the entire

community. The objectives of this project will be achieved by three distinct, interconnected components which are designed to further the development of the alliance between the Oakland Public Schools and the Forum's participating institutions. These components are The Commission, a community planning process designed to create an educational and fiscal plan for the district, the Oakland Mentoring Center, which will provide information and technical assistance to groups starting or operating mentoring programs; and Oakland's Career Academies, which provide exposure for students to major sectors of the economy through curriculum, work experience, laboratories, and relationships with employees.

The work of the Commission during the project will include the following major activities:

- The creation of a broad-based monitoring effort to ensure that the recommendations of the Commission are implemented in a timely and effective manner.
- The development of a comprehensive capacity building and training program for all school site personnel.
- The creation of a clearinghouse for community resources where mentor programs, tutors, foundations, contributors of funds and equipment, and representatives from various social services can be effectively managed and coordinated to the benefit of all students.

As these efforts are being developed, more focused projects will be designed to enrich career awareness for students and provide specialized training for staff.

PRODUCTS AND MATERIALS TO BE DEVELOPED

A clearinghouse for community resources (see above)

PROJECT EVALUATION PLAN

There will be an evaluation component for each of the three major activities to be supported by the grant.

The work of the Commission will be evaluated on the basis of detailed process records maintained throughout the duration of the project; an external evaluator will be brought in to examine certain specific components of the project.

Both inputs and outcomes for work in support of the Career Academies will be evaluated. Outcomes to be measured will include student graduation rates, job placement, further training or higher education, and academic achievement.

The mentoring center will be evaluated through an on-going, formative evaluation conducted by an outside consultant. The goal of this evaluation will be to improve the center's practices.

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THE VISITING SCIENTISTS PROGRAM

COLORADO

DESCRIPTIVE TITLE

A program designed to assist the statewide expansion of the Visiting Scientists Program and ensure the continued availability of new and exciting resources to teachers and students already benefiting from the program.

FUNDING - YEAR I

Federal:	$ 62,407
Non-Federal:	$156,000
Total:	$218,407

PROJECT PARTNERSHIP

The Colorado Alliance for Science: A consortium of schools, school districts, businesses, higher education institutions, research laboratories, government agencies, community groups, and individuals. The University of Colorado-Boulder is the fiscal agent for the project and the host institution for the Alliance.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a K-12 statewide project with a focus on rural school districts.

PROJECT OBJECTIVES

This project seeks to extend the opportunities of the Alliance's Visiting Scientists Program to teachers and students throughout Colorado by accomplishing the following objectives:

1. Establishing the program in other primary areas, including smaller towns and rural areas.
2. Strengthening and supporting existing programs.
3. Establishing a full-time Director position to implement and provide continuing support for the planned expansion.
4. Establishing a Board of Advisors to assist with implementation, guidance, and problem solving.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Visiting Scientists Program is a successful program launched in 1983 which demonstrates the results of effective partnerships among educational groups, businesses, and governmental agencies. Through the Visiting Scientists Program, teachers in grades K-12 are able to access multiple resources and people from the private and non-profit sectors to enrich teaching and benefit students. The program involves college students in participating institutions of higher education in part-time administrative support positions.

The Visiting Scientists Program's overall objectives include connecting teachers of science, math, and technology education with community resources, assisting teachers in providing science and mathematics programs that relate to the world of work, demonstrating to students the practical application of scientific knowledge to industry, educating the industrial community about possible advantages of collaborating with the schools, and providing local companies a means to render specific and visible community service.

During the project period, the Alliance will expand the Visiting Scientists Program through the following activities:

- Establishing the program in new areas through community presentations, recruitment of new scientist volunteers, establishment of new administrative procedures, and developing plans to enable program self-sufficiency;

- Strengthening and supporting the existing program by improving the data base and systems access for higher volumes of activity, improving administrative procedures to assure efficient responses to a larger volume of requests for volunteers;

- Establishing a full-time director to implement the expansion plan, and a Board of Advisors to assist with its implementation.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

N/A

PROJECT EVALUATION PLAN

The evaluation plan currently in use will be extended to the new areas in the state. This evaluation focuses on the annual results of questionnaires sent to participating teachers and visiting scientists as well as day-to-day contacts made by the Colorado Alliance for Science staff.

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TAYLOR COMPACT PARTNERSHIP

TAYLOR COUNTY, FLORIDA

DESCRIPTIVE TITLE

A project to establish an Environmental Studies Institute within Taylor County High School to prepare secondary students for employment in environmental careers.

FUNDING - YEAR I

Federal:	$67,500
Non-Federal:	$25,000
Total:	$92,500

PROJECT PARTNERSHIP

Taylor County School District*
Florida Department of Education
Taylor Chamber of Commerce
Procter & Gamble

The project will be administered by the Florida Department of Education. The Taylor Compact partnership will be the oversight group to monitor progress in establishing the Institute and in reviewing performance outcomes.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a program to serve the needs of up to 100 disadvantaged, underachieving and/or disinterested high school students (grades 9-12) in Taylor County, Florida.

PROJECT OBJECTIVES

The project goal is to establish an Environmental Studies Institute within Taylor County High School. The four major objectives are:

1. To focus priority attention on those students who are considered disadvantaged, unmotivated, disinterested, or significantly underachieving by means of promoting renewed interest in school through their access to area businesses involved in environmental production and regulation.

2. To utilize the expertise, resources, and physical facilities of the business community to upgrade substantively the curriculum available to Taylor County students for improving their academic performance, understanding of the interrelationship between environmental studies and the world of work, and student decisions to remain in school and graduate.

3. To make use of the unique characteristics of Taylor County and its business community to involve students in hands-on experiences and academic subjects which better prepare them for work available in Taylor County.

4. To provide work/study internships in the community which promote career opportunities in jobs related to the environment upon graduation.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Taylor Compact Partnership (TCP) will orchestrate the direct involvement of the business community in curriculum reform, teacher training, student placement, and changes in school practice through the Environmental Studies Institute. The broad, or "bottom line" objectives of the TCP are to reduce the school dropout rate to the state average in five years, to graduate 85 percent of all students who enroll in the Institute, and to provide employment opportunities for all Institute graduates.

The Partnership will establish the Environmental Studies Institute. This Institute is intended to be a school-within-a-school prototype and to respond to the high drop-out rate for the Taylor County School District. This is a seven-semester, school-focused program of studies, which will take three full years to implement, with one grade level added each year.

NEW PRODUCTS AND MATERIALS TO BE DEVELOPED

A model, experiential curriculum for environmental studies.

PROJECT EVALUATION PLAN

The primary evaluation method will be a student outcomes reporting system to be implemented starting with the second semester, grade 9 students in the spring of 1991. All students will be tracked according to their baseline performance from the prior semester with their performance each grading period for grade point average, absences, school suspensions, credits earned, and promotion/retention in grade/transfer, etc.

The evaluation plan will also include special assessment reports: a review of student performance outcomes, an annual report of students' status, student test scores, and a report identifying other school districts in Florida and throughout the country which have borrowed from the Taylor Compact Partnership model.

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CORPORATE COACHES FOR CAREER DEVELOPMENT

GEORGIA

DESCRIPTIVE TITLE

A project to deliver career awareness programs to gifted students in rural areas and areas with significant numbers of economically disadvantaged students.

FUNDING - YEAR I

Federal:	$106,633
Non-Federal:	$ 75,595
Total:	$182,228

PROJECT PARTNERSHIP

Georgia Business Forum, Inc. *
Georgia Department of Education
West Georgia College.

Staff from these partners comprise the Project Management Team. The Georgia Business Forum is responsible for coordinating all project activities among local program sites and the various project responsibilities among the Project Management Team.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a program for rural and economically disadvantaged gifted high school students in grades 10 or 11. The major focus of the project is on students in rural areas.

This is a state-focused project with the four-year demonstration program planned for twelve Georgia public school districts. Program expansion to additional school districts in the state will occur in Year Five.

PROJECT OBJECTIVES

These are four major objectives for the project:

1. To demonstrate the feasibility of establishing a comprehensive career awareness program for gifted high school students in 12 rural public school districts or districts with significant populations of economically disadvantaged students;

2. To develop positive self-concepts among students participating in the program;

3. To increase the number of rural and economically disadvantaged gifted students who enroll in higher education; and

4. To establish an on-going technical assistance program in order to continue the program following the project period and to enable program implementation in additional Georgia school districts.

A corollary objective of the project is to improve identification of rural and economically disadvantaged gifted students in Georgia where data indicate significant under-representation of these student populations in programs for the gifted.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

Corporate Coaches for Career Development is a four-year technical assistance project that will demonstrate a comprehensive career awareness program specifically designed to address the needs of rural and economically disadvantaged gifted students who generally do not receive an education appropriate to their needs, nor the encouragement necessary to set and attain personal goals commensurate with their abilities. Students identified for the program will participate in a two-year program incorporating the following components:

- Seminars in career awareness and personal skills.
- A mentorship program which provides a business mentor for each student.
- Summer work experiences.
- Career/educational preparation seminars to develop career goals and encourage students to enter higher education.

Technical assistance from The Partnership will help the 12 demonstration school districts to develop and sustain local community partnerships, implement and manage the career awareness program and utilize statewide resource networks. Specific assistance activities include: student identification; program planning; training of school district staff and local business and community partners; providing program materials and other resources, and program evaluation. The project will also provide planning assistance for program continuation in the districts. The program is designed to be low cost for school districts. This ensures the ability of the school districts to continue the program after the period of federal funding and minimizes financial barriers for replication in additional school districts.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

- Alternative assessment procedures for identification of gifted rural and economically disadvantaged students.
- Materials for a comprehensive career awareness program for underachieving gifted high school students.
- Training materials for corporate coaches.
- Technical assistance materials for additional school districts.

PROJECT EVALUATION PLAN

Each project objective will be evaluated on an individual basis in order to determine the overall effectiveness of the project. Evaluation processes will involve data collection through interviews and questionnaires, analysis of data regarding the target student population, and inventories to measure student attitude change. A control group will be identified for each project site to evaluate the increase in number of rural and economically disadvantaged students who enroll in higher education.

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MASTERMINDING:
PARTNERS IN LEARNING AND USING MATHEMATICS AND SCIENCE

BOSTON, MASSACHUSETTS

DESCRIPTIVE TITLE

A project to develop sustainable and replicable partnership models for the teaching of mathematics and science.

FUNDING - YEAR I

Federal:	$148,680
Non-Federal:	$288,220
Total:	$436,900

PROJECT PARTNERSHIP

Boston Partners in Education, Inc.*
Boston Public Schools
The Museum of Science
Dynatech Corporation.

Staff from these four organizations comprise the project management team. Boston Partners in Education, Inc., will serve as the fiscal as well as administrative agent for the project and will assure the coordination and evaluation of all phases of the project as well as dissemination of project results.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a project for promising though educationally disadvantaged students in grades 5-7. This program is focused on the city of Boston and will operate in two schools during the project timeframe.

PROJECT OBJECTIVES

The purpose of this project is to develop a sustainable and replicable partnership model for the teaching of mathematics and science in order to demonstrate that such partnership services can substantially increase students' interest and achievement in math and science.

There are three major objectives of this project:

1. To implement the math/science partnership project with four target classes (grades 5-7), where two classes will receive math/science partnership services and two will receive standard math/science classroom instruction;

2. To develop specific strategies for enhancing the quality and quantity of math/science instruction in the Boston Public Schools through work with teachers committed to extended participation in the "Masterminding" model; and

3. To target two additional classes after the first year of the project for partnership services and share successful practices and strategies with other teachers and students in targeted classrooms at the beginning the following semester.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The project aims to demonstrate the advantage and necessity of the community's working with educators to make public education succeed. Masterminding is intended to be a model for the establishment of alliances between public elementary schools and the private and non-profit sectors. Masterminding is a project to increase the achievement and interest in mathematics and science of gifted and academically capable elementary students.

The activities engage the participating individuals and organizations directly as mentors and tutors, as well as technical assistants. This project targets the 5-7 grade population because, as national research shows, it is in these grades that students' achievement and interest in math and science most clearly begin to decline. Early and extensive exposure to math/science-based careers in diverse settings -- hospitals, museums, and high tech industry, for example -- is expected to motivate and sustain the students' interests and skill level in studies leading to careers in math and science.

Project activities include:

- Recruitment of men and women with math/science-based careers to serve as mentors, tutors, and/or motivational speakers for the students' in the demonstration classes.
- Creation of a three-year sequential program of math and science activities combining school curriculum and community-based experiences.
- Activities to connect students and their parents with the math and science resources in the Boston area.
- A program to encourage Boston teachers to participate in school-year and summer programs to increase their knowledge and skills in math and science.

NEW PRODUCTS AND MATERIALS TO BE DEVELOPED

Masterminding "How-To" Manual

PROJECT EVALUATION PLAN

This project will develop an evaluation plan that both informs the project as it progresses, thereby permitting needed corrections, and one which will provide dependable data upon which to judge the success of the program and permit recommendations for replication.

Evaluation will specifically focus on: measurable increases of students' knowledge of mathematics and scientific concepts; recognition and familiarity with laboratory protocol; students' desire for continued and enriched experiences in math and science; and evidence of students' "scientific attitude." The evaluation will use control groups of 2 classrooms whose students do not receive the Partnership services.

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TEAMING FOR EXCELLENCE

FLINT, MICHIGAN

DESCRIPTIVE TITLE

A community-wide project to bring new approaches and new resources to elementary and secondary schools in one urban and surrounding suburban school districts.

FUNDING - YEAR I

Federal:	$325,000
Non-Federal:	$634,196
Total:	$957,196

PROJECT PARTNERSHIP

This project brings together 21 Genessee County school districts, four institutions of higher education, business organizations, and the preponderance of social service agencies which serve Genessee County's youth. The following organizations form the partnership:

Baker College
Concerned Pastors for Social Action
Flint Area Chamber of Commerce
Flint Community Schools
Genessee County Board of Commissioners
Genessee County Department of Social Services
Genessee Area Focus Council
Genessee Intermediate School District
The 21 School Districts of the Genessee Intermediate School District
GMI Engineering and Management Institute
Hurley Medical Center
JOBS Central (JTPA)
McLaran General Hospital
Michigan Education Association
Michigan Partnership for New Education
Mott Children's Health Center
Mott Community College
St. Joseph's Hospital
United Auto Workers
United Teachers of Flint
United Way of Genessee and Napier Counties
University of Michigan - Flint
Urban League of Flint

TARGET STUDENT POPULATION AND PROJECT FOCUS

The focus of the project in the first year will be on the Flint Community School District; 20 other school districts throughout the County will be integrated into the program in years 2-4. Elementary, middle and secondary schools are included in the project.

PROJECT OBJECTIVES

The goal of this partnership project is to ensure that young people have the support they need to stay in school, as well as the quality education they need to graduate with skills needed for long-term social and economic dependence. The operational objectives of the project are:

1. The establishment of an "umbrella" partnership -- the Flint Roundtable (comprised of CEOs) -- as a mechanism for marshalling the community's resources and those of existing partnerships into a comprehensive strategic plan for school improvement. The Roundtable will include education, business, and human resources components.

2. The implementation of key elements of a comprehensive school improvement strategy for Flint and Genessee County to be coordinated by the Partnership. This will involve integrating school improvement projects, establishing employability development strategies, and linking community support services and different schools.

The fundamental objectives for school improvement are:

1. To increase the capacity of the education community to respond to changing needs of students and the local economy.
2. To improve the transition between education and the workplace.
3. To provide a coordinated system of support services for youth and their parents to ensure success of youngsters in school, work, and lifetime pursuits.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The "Teaming for Excellence" project will establish an umbrella policy level partnership, the Flint Roundtable, which will oversee a wide range of educational policies and public-private initiatives. The work of the Roundtable will be supported by senior level staff organized in the "Planning Team." The Roundtable's policy and coordination role will be:

- The definition of community goals and performance measures.
- Coordination of existing school improvement strategies so that they have maximum impact.
- Joint fundraising/resource development to provide support for new school initiatives.
- Organization of operational support (including provision of direct technical assistance, participation in curriculum development, solicitation of job and volunteer commitments).
- Organized policy advocacy in support of community and educational goals.

Three "panels" under the umbrella of the Roundtable will focus the work with education, employers, and human services. These panels will bring existing collaborative activities into the Roundtable process and serve as conduits for ideas, needs, analysis, and constituent responses to Roundtable initiatives.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

Print materials and video tapes of significant components of the project.

PROJECT EVALUATION PLAN

Formative and summative third-party evaluation will be conducted by the Project for Urban and Regional Affairs (PURA), Office of Research, University of Michigan-Flint. It will focus on the activities of the Roundtable, the Planning Team, and the Focus Panels. The evaluation will examine the extent to which the partnership provides an effective means of leveraging resources to achieve the central mission of the collaborative partnership among K-12 schools, higher education institutions, the business community, and social services.

The evaluation will have three facets: Focus group meetings with the panels, development of instruments to document the activities which issue from the project efforts, and pre-post testing of partnership participants.

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A PARTNERSHIP FOR SCIENCE AND MATH LEARNING IN URBAN MIDDLE SCHOOLS

NEWARK, NEW JERSEY

DESCRIPTIVE TITLE

A partnership for science and math learning in urban middle schools

FUNDING

Federal:	$ 79,468
Non-Federal	$148,584
Total:	$228,052

PROJECT PARTNERSHIP

The Newark School District
New Jersey Institute of Technology (NJIT)*
The Foundation at NJIT
The Newark Museum
The Newark Education Council

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a program for middle school students in a pre-school through twelfth grade cluster program within the Newark Public Schools. The Newark Public Schools have a 91% minority population enrollment. The majority of students are economically and educationally disadvantaged.

PROJECT OBJECTIVES

There are four major objectives for the project:

1. To establish innovative science and mathematics middle school programs in the seven Cluster Schools that will serve up to 850 youngsters by 1994.

2. To provide monthly in-service training during the school year and a summer program for 39 teachers.

3. To provide classroom support for at least five teachers in at least one school as they implement science and math curricula for at least 100 students.

4. To provide intensive training for at least 15 teachers who will be able to assume leadership roles in their schools and the District at the completion of this project.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project is directed towards the improvement of science and mathematics teaching at the middle school level, and the integration of science and mathematics with the teaching of other subject areas.

The planned process of improving/initiating quality science learning and teaching will include two essential and integrated activities: Materials revision and development, followed by supportive school implementation.

The major effort of the project will involve formal teacher-training and support for classroom implementation by personnel from the different sectors of the partnership. This project will allow teachers to work with their peers, university faculty, and industrial scientists and engineers to improve teachers' background knowledge in science and explore science process skills in an active research laboratory. The establishment of a Teacher Resource Center will provide a centralized location for hands-on materials, and the opportunity for teachers to explore hands-on exercises to be used in the classroom.

The following are strategies that will be used to accomplish the project's objectives:

- Interactive curriculum planning involving teachers and administrators
- Program-specific training
- Focused and consistent administrative support.

PRODUCTS/MATERIALS TO BE DEVELOPED

An interactive science curriculum for grades 6-8. This will include one-year components on The Environment, The World of Man, and Technology.

PROJECT EVALUATION

Evaluation of the project will include:

1. Periodic appraisal of program operation, including student feedback.
2. Statistical evaluation of program impact in terms of numbers of students attracted to the program, retention to graduation, and reasons why some may transfer out.
3. Analysis of changes in student motivation, attitude, and performance.
4. Tracking of students from sixth grade through the secondary grades and following graduation to assess program impact.
5. Assessment of attitudes of in-service training participants.
6. Assessment of impact on teaching practices of participating teachers.

Formative evaluation will generate data about participant reactions. Summative evaluation will be concerned with the overall measurement of the project's costs and benefits.

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BROOKLYN SCHOOL/BUSINESS ALLIANCE PROJECT

BROOKLYN, NEW YORK

DESCRIPTIVE TITLE

A project to coordinate mentoring programs and job shadowing experiences for high school and intermediate school students with an emphasis on the health care industry and small business sector.

FUNDING

Federal:	$126,169
Non-Federal:	$275,613
Total:	$401,782

PROJECT PARTNERSHIPS

Brooklyn Economic Development Corporation*
South Brooklyn Local Development Corporation
Methodist Hospital of Brooklyn
The Office of School and Business Linkages, New York City Public Schools
The New York City Office of Business Development

TARGET STUDENT POPULATION AND PROJECT FOCUS

Approximately 175 high school students and 400-500 intermediate school students throughout Brooklyn.

PROJECT OBJECTIVES

The overall objectives of this project are:

1. To make use of community and private sector resources to structure activities for students which complement and supplement both academic and occupational education.

2. To support curriculum improvements which relate school work to the world of work in a way that helps students understand the connection between their studies and their eventual careers and provides an incentive for graduating.

3. To improve the job-readiness skills of secondary students for entry-level positions.

4. To assist businesses in forming meaningful linkages with public schools and their students.

5. To enhance skills which improve the ability of school staff to access/maintain business and non-profit resources.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The objectives of this project will be met through activities that recruit community resources, increase skills of both educators and business people to the benefit of the students, and stimulate career awareness and job readiness skills: These activities are:

- Shadowing and mentoring activities, providing students with the opportunity to work closely with professionals in different fields.
- Academic internships, providing students with the opportunity to work in the small business and health care communities.
- Staff training projects, and workshops for teachers and school administrators, providing guidance and support on maintaining linkages with businesses interested in working with the schools.

Other activities will be designed that will help to market and promote the formation of alliances between public schools and the private sector.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

A "how to" packet for local development corporations will be produced to assist small businesses in forming linkages with the schools.

PROJECT EVALUATION PLAN

The common aim of the evaluation is to assess objectively the effectiveness of each activity to allow for follow up, program improvement, and identification of additional resources needed to improve school-business linkages in the future.

In addition to on-going project monitoring, an overall evaluation will be conducted 12 months after the commencement of the projects.

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THE INTERACTIVE LEARNING ENVIRONMENT PROJECT

BROOKLYN, NEW YORK

DESCRIPTIVE TITLE

A project to build internal school capacity for sustained innovative use of computer-based technologies and to create a model for the effective integration of computers into daily instruction for disadvantaged students.

FUNDING - YEAR I

Federal:	$325,000
Non-Federal:	$283,243
Total:	$608,243

PROJECT PARTNERSHIP

New York City Board of Eduction: Community School District 18*
Bank Street College, The Center for Children and Technology
New York Power Authority
Liberty Science Center and Hall of Technology
Bureau of Technology Applications, New York State Education Department
IBM Corporation
Apple Computer, Inc.
Brooklyn Technical Assistance Center, New York City Board of Education

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a project to serve a predominantly disadvantaged minority student population. The project will be implemented with nine sixth grade classes in one middle school in the first year and will expand to include grades 7 and 8 in the second and third project years. The project's intent is to have district-wide impact.

PROJECT OBJECTIVES

The overarching goal of the project is to build internal school capacity for sustained innovative use of computer-based technologies and to create a model for the effective integration of computers into daily instruction for disadvantaged students.

Specific project objectives include:

1. Development of a model teacher training program for effective use of multi-media technology within the curriculum areas of math and science, and an administrator training program.

2. Access for disadvantaged students to state-of-the-art technology.

3. Establishment of a mentoring program for students with employers.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The Interactive Learning Environment Project is intended to strengthen and expand the use of technology in the improvement of education with district teachers, administrators, students, and parents. Project funds will be utilized to acquire state of the art multi-media equipment which will integrate powerful networked computers, laser disc and compact disc players, TV monitors, optical scanners, audio cards, modems, and synthesizers through the use of powerful developmental software.

The core of the project is a teacher training program that provides long-term support, intensive training, networks of communication, and adequate time and opportunity for teachers to learn, practice, and implement computer-based education.

The project will create the capacity for expansion to additional classrooms and schools through the trained teachers, administrators, facilitators, coaches, and project partners.

In addition, a student mentoring component, provided by the New York Power Authority, will add a student support and career awareness dimension to the project.

Activities of the project will:

- Involve the collaborative efforts of a community school district, institutions of higher education, business and industry, a science museum, the state education department, and the central board of education to identify and assess promising approaches in computer-based instruction.
- Involve business and industry in training teachers and administrators to utilize and integrate technology into classroom instruction in science and mathematics.
- Involve business and industry in the education of disadvantaged students.
- Demonstrate new and promising models that effectively utilize computers in middle school instruction, especially for disadvantaged students;e completion of this project.
- Provide a district-wide training program to familiarize teachers and administrators with state-of-the-art computer technology for classroom instruction.
- Disseminate findings by electronic network, videotape, and print materials.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

Videotapes for the teacher training model and interactive multi-media curriculum modules.

PROJECT EVALUATION

Two kinds of research and evaluation will be carried out for this project. Evaluation is the responsibility of the Center for Children and Technology at Bank Street College.

1. Formative evaluation will address all project activities. This will involve collecting data from in-depth interviews, written project-related documents, classroom observations, and focus-groups.

2. The overall effectiveness of the project will be evaluated. This assessment will collect information through attendance records of target classes and student interviews and will determine student progress in the technology permeated science and math curriculum.

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COOPERATIVE ALLIANCE FOR GIFTED EDUCATION

CLEVELAND, OHIO

DESCRIPTIVE TITLE

A project to develop educational programs for minority and economically disadvantaged gifted students through the use of technology.

FUNDING - YEAR I

Federal:	$240,000
Non-Federal:	$ 70,273
Total:	$310,273

PROJECT PARTNERSHIP

Kent State University, College of Education*
Cleveland Public Schools
The Joint Partnership Advisory Committee, made up of members from businesses, community organizations, and philanthropic organizations in the Cleveland area.
IBM

TARGET STUDENT POPULATION AND PROJECT FOCUS

Minority and disadvantaged gifted and talented students (K-12) from five urban schools in Cleveland, Ohio.

PROJECT OBJECTIVES

The objectives of this project are:

1. To create a cooperative alliance among public schools, higher education, and the private sector.

2. To identify gifted and talented minority and/or disadvantaged students through the implementation of a non-traditional assessment model to be used in regular classrooms.

3. To develop and implement an inservice training model for regular classroom teachers that will (a) disseminate the non-traditional model; (b) explore aspects of educational programming which will enhance intellectual development for all students; and (c) examine the role of technology in such service.

4. To develop students' skills and talents over an extended period of time through the use of coursework/courseware and multi-media managed by networked computer systems located in students' classrooms, at the university, and within the community.

5. To disseminate all aspects of the project (e.g., establishment of the cooperative alliance, identification procedure, inservice training model, educational programming through technology) to other educators throughout the nation.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project will establish a collaborative network of organizations and personnel to focus on the problem of identifying and serving minority and/or economically disadvantaged gifted and talented students through the use of technology. The alliance will develop, implement, and evaluate a framework of assistive and informative technology which will permit expanded learning options as well as improvement of students' inter-personal and intra-personal adaptive skills.

A major component of the project will be development of non-traditional assessment techniques using video and computer technology that will provide teachers with a valid and reliable tool for identifying gifted and talented students. A series of inservice programs will assist classroom teachers to use these non-traditional assessment models.

Another component of the project will be the development of improved educational programming for the target student population through the use of technology. To assist with the development of a framework for the use of technology in the development of integrated, experiential, and inquiry-based learning experiences, the project will establish educational informational centers (EICs) in both traditional and non-traditional settings, (schools, businesses, libraries, etc.). These centers will provide students with access to technology-based educational experiences at hours beyond the traditional school day.

NEW PRODUCT/MATERIALS TO BE DEVELOPED

- Non-traditional assessment instruments to identify gifted and talented minority and or disadvantaged students
- Inservice training programs and training videotapes for using the non-traditional student assessment model

EVALUATION PLAN

The major focus of evaluation/research will be on change in teachers' attitudes and behaviors regarding identification and educational services for the target gifted student population and on the ability of teachers to use the technology-based non-traditional assessment model. Data will include assessment of attitudes in the form of a rating scale, observations of teacher behavior, teachers' record, reports, and interviews.

Detailed evaluation plans have been formulated for the activities within each project objective. Kent State University will be responsible for evaluation of all components of the project.

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EDUCATION FOR TOMORROW ALLIANCE

CONROE, TEXAS

DESCRIPTIVE TITLE

A project to assist the development of a partnership focusing on bringing together the resources of the community to improve education in science, mathematics, and technology.

FUNDING - YEAR I

Federal:	$119,880
Non-Federal:	$ 44,000
Total:	$163,880

PROJECT PARTNERSHIP

Conroe Independent School District
South Montgomery County Woodlands Chamber of Commerce
Houston Advanced Research Center*

The Houston Advanced Research Center will serve as administrator for this project.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a district-wide project in the Conroe Public Schools. The student population is diverse, coming from homes of wealth to homes in pockets of rural poverty.

PROJECT OBJECTIVES

The overall mission of the Education for Tomorrow Alliance (ETA) is to assist the local education agencies in promoting and reorganizing science, mathematics, and technology education to assure that youth are scientifically and technologically literate as defined by the National Science Teachers Association.

The four goals of the partnership are:

1. To encourage individuals, businesses, and other institutions that are not primarily involved in education to become active participants and lend fiscal, political, and other support to local school districts.

2. To encourage increased involvement by post-secondary institutions through the establishment of a forum which would facilitate creative educational input and enrichment.

3. To assist in furthering educational programs that stress science, mathematics, and technology through a meaningful curricula and high standards of student and teacher commitment and performance.

4. To increase public awareness by more fully involving parents and the community-at-large in resolving educational issues.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The efforts of the Education for Tomorrow Alliance (ETA) are directed at improving educational opportunities specifically in the areas of science, mathematics, and technology by assisting individuals, businesses, and other institutions that are not summarily involved in education to become active participants. ETA will absorb and strengthen existing partnerships, and will respond to additional educational needs identified by the school district, local businesses and the larger community. The project will start with the Conroe Independent School District, with the goal of expanding to five additional school districts in the county.

A number of partnership programs have already been designed or are under development to assist in the reorganization of science, mathematics, and technology. Existing programs will be expanded while programs under development will be implemented. All programs involve community volunteers and promote career awareness among students.

These programs are:

- Science and Technology 2000: This program, already in existence, will be continued and expanded through ETA. During the 1990-1991 school year, this program will be expanded to include specific technology program covered in Vocational Education.

- Space Simulation Involvement Project: This is an extracurricular program provided through the CISD Vocational Education program, which includes participation by international students.

- Science and Engineering Network to Support Education: This is an outreach program that has been established to involve employees from businesses, professional organizations, and institutions of higher learning. It's primary objective is to establish a network between students, teachers, and volunteer scientists and engineers.

- Science/Technology Lecture Series: This series, on topics of general interest to students, will be developed for presentation to students, parents, and general public. The lectures will be videotaped for possible distribution over community cable television channels.

- Mentorship and Internship Programs: ETA will continue and expand these programs by increasing the number of participating individuals and institutions.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

N/A

PROJECT EVALUATION PLAN

Both formative and summative evaluations will be conducted of this project. Each of the ETA activities will have evaluation tools which can be used to determine effectiveness in meeting the goals for that specific program. A summative evaluation will be conducted for each year of the program.

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SCHOOL RESTRUCTURING THROUGH PARTNERSHIPS

VERMONT

DESCRIPTIVE TITLE

A project to bring together the resources and expertise of key partners and programs to form an alliance in support of educational change in the state of Vermont.

FUNDING - YEAR 1

Federal:	$300,200
Non-Federal:	$ 39,500
Total:	$339,500

PROJECT PARTNERSHIP

Vermont Department of Education*
Community College of Vermont
Champlain Valley United High School
Hazen Union High School
Lamoille Union High School
International Business Machines Corp.
Digital Equipment Corp.
Vermont Chamber of Commerce
New England Telephone Company
National Life Insurance Company
Central Vermont Public Services Corporation
Chittenden Bank Corp.

Overall management of this project will be conducted by the Vermont State Department of Education and Community College of Vermont.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a state-wide project which focuses on supporting restructuring schools in order to improve educational outcomes for all students. A portion of the project is designated to assist educationally at-risk high school students at five pilot schools across Vermont.

PROJECT OBJECTIVES

There are four overarching objectives for this project:

1. To create a state-wide business/education partnership network to integrate the two sectors and develop working alliances at the state and local levels.

2. To use identified business resources to establish active educational partnerships in 65 schools participating in the "Reinventing Vermont Schools" project.

3. To reduce the drop-out rate and improve the academic performance of students identified as at-risk of school failure through model programs in five pilot high schools.

4. To expand and disseminate model cooperative program activities with demonstrated educational success in order to support local school restructuring plans.

Specific objectives for participating at-risk students are:

1. To achieve an annual school retention rate of 95% per year.

2. To increase basic skills tests performance.

3. To have 50% of participating students planning to enroll in post-secondary education and/or training opportunities.

4. To have 100% of participating students exhibit, by the project's completion, increased knowledge of career awareness and job preparation.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

The project, "School Restructuring Through Partnerships" is intended to function as a mechanism for linking and integrating existing effective partnerships and restructuring efforts in the state of Vermont so that they can become a cohesive whole, working both locally and statewide to cement the progress already made. A primary use of federal grant funds will be to establish the network, linkages, and training that will help ensure the restructuring success of these initial risk-taking schools as models for other schools in the state.

Specific existing activities falling within the purview of this project include the Vermont school restructuring initiative, "Reinventing Vermont Schools," which brings together six of the state's largest businesses and the state legislature to provide seed money and support for local school restructuring initiatives, and the "Jobs for Vermont's Graduates" program, which links students with businesses to improve students' post-secondary employment options and prospects. The State Department of Education will provide technical assistance to participating schools related to these initiatives.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

N/A

PROJECT EVALUATION PLAN

The project director within the Vermont State Department of Education is responsible for and will supervise an integrated evaluation strategy for the project. Assessment criteria will be developed for each program objective and activity. Program staff, participating students, secondary school and business partners, and other key personnel will participate in project evaluation.

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EDUCATION FOR THE 21ST CENTURY

MANASSAS PARK, VIRGINIA

DESCRIPTIVE TITLE

Creation of an in-depth and comprehensive working partnership to demonstrate the transformation of education in one school district.

FUNDING

Federal:	$145,316
Non-Federal:	$ 70,702
Total:	$216,018

PROJECT PARTNERSHIP

George Mason University, College of Education and Human Services*
Center for Applied Research and Development (CARD), George Mason University
Manassas Park Public Schools
Manassas Park City Council
Signal Hill Development Corporation
International Business Machines

The Project Director will be the Associate Director of CARD. Representatives from the partner institutions will form the nucleus of the planning committee and ultimately, the operating partnership.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a district-wide project including all of the schools (elementary and secondary) of the Manassas Park School District (a district of 1300 students).

PROJECT OBJECTIVES

The intent of the partnership is to:

1. Work with a number of major public and private institutions and create an active working partnership that has the potential to influence positively the education of students in Manassas Park Public Schools and establish a model for other schools.

2. Implement a set of collaborative activities between two or more of the private and public partners that are designed to improve the elementary and secondary education in Manassas Park and neighboring school districts.

3. Effect an organizational and educational transformation in the Manassas Park Public Schools.

4. Improve the educational achievement of students in the Manassas Park Public Schools.

5. Achieve a high level of satisfaction with the project among the partners and the public.

6. Achieve the continuation and institutionalization of the project.

7. Develop cross-school district K-adult school(s).

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

"Education for the 21st Century" is a project within the developing Institute for Educational Transformation (IET), a partnership among Northern Virginia School districts, George Mason University, and business corporations in the Manassas area. This project will help in the initial development of IET.

The project is designed as a partnership that aims at fundamental transformations of the inter-relationships among the partners and in the operations of the Manassas Park schools. The objectives will be accomplished through the following activities:

- The development of an active partnership among a number of committed but diverse institutions that have different missions, priorities, and operating styles.

- The development of effective schools in the Manassas Park Public Schools: Each school will engage in an intensive three-year activity designed to develop shared decision-making processes and a process of school improvement that includes planning, implementation, evaluation, and revision.

- Partnership activities that feature interaction between businesses and schools, different school districts, and between the university and the schools relating to curriculum and instruction issues.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

The partners will develop a "post-Gutenberg" "technologized" textbook. This is intended to redefine the book as a medium for teaching and learning and to ingrate learning systems with media resource banks (including libraries).

PROJECT EVALUATION PLAN

This project will contract with an external evaluator. Central to the evaluation will be a study of the process of developing an active partnership. The evaluator will propose a set of criteria to identify and classify different levels of partnership activities. The evaluator will also assess changes in student achievement in Manassas Park Public Schools.

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COMMITMENT TO QUALITY

VIRGINIA

DESCRIPTIVE TITLE

A project to improve education for all children in a state by restructuring school management.

FUNDING - YEAR I

Federal:	$270,145
Non Federal:	$106,000
Total:	$376,145

PROJECT PARTNERSHIP

Xerox Corporation
Virginia Department of Education*
Prince William County Public Schools
Wise County Public Schools
Chesapeake City Public Schools

TARGET STUDENT POPULATION AND PROJECT FOCUS

This is a state focused project that will start with three schools in each of three school districts and expand to six by project end. The target populations for this project are teachers and administrators, the indirect target population, the students in the project schools.

PROJECT OBJECTIVES

The major goal of this project is to translate the Quality strategy used in the Xerox Corporation into an operational process for public schools.

The specific objectives of this project are:

1. To infuse the Quality strategy into six school districts in Virginia so that schools will have the benefit of a proven and successful strategy for organizational change.

2. To develop a model for establishing the "comfort zone" needed for business to actively participate in long-term partnerships for school reform.

3. To develop an apprenticeship and shadowing program in order for students to be engaged in workplace experiences.

4. To develop on-going partnerships with additional businesses in school districts where Quality is practiced.

5. To define a role for universities in school-business partnerships which are using Quality.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

This project developed from the Virginia Department of Education's request to the CEO of Xerox to develop a partnership to assist in school restructuring in Virginia. Xerox responded with a proposal to "give" the corporation's Quality strategy to Virginia's schools. Quality is the organizational change process used in restructuring Xerox to improve its competitive market position.

Quality is a process for organizational change which is used to restructure the workplace. Through Quality, the project will provide school leaders with a process that offers them skills and a framework to restructure their schools. The process is also intended to empower teachers and enhance professionalism by giving teachers the tools for problem solving, quality improvement, and effective interaction to help them become better decision-makers, more effective communicators, and leaders. Quality, as defined in this project, means "providing the products and services that will enable our internal customers (school staff and other suppliers) to provide the products and services that will satisfy our external customers' (students, community) educational requirements." Quality teams will be established at the district and school level. These teams will be charged with using the Xerox Quality implementation model.

This project has two major components. The first is to assist project schools by applying the Quality approach to school restructuring The second component of the project is to use the Quality approach as a way of establishing an environment which will attract business to work with schools on a long-term basis.

To meet the objectives of the project, the following activities will be undertaken:

- Revision and adaptation of Xerox Quality training materials as needed for use in educational environments.
- Training in the principles of Quality and on-going technical assistance and support to school teams.
- Opportunities for businesses to experience education organizations in action
- Development and implementation of apprenticeship and shadowing programs to provide workplace experiences for students in Quality schools.
- Partnerships between Quality schools and businesses in the participating school districts.
- The involvement of universities in the Quality school-business partnership.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

Videotapes and training materials.

PROJECT EVALUATION

The evaluation of this project will focus on both processes and outcomes. An external evaluator, familiar with Xerox's Quality strategy, will conduct the final evaluation, and will be responsible for developing the overall evaluation plan, analyzing major functions and determining the degree of goal attainment. The evaluation will assess what is being institutionalized: a kind of strategy, a working relationship, or the process of change itself.

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THE TEAM TUTORING PROJECT

SEATTLE, WASHINGTON

DESCRIPTIVE TITLE

A project designed to build a community commitment to nurturing individual student growth.

FUNDING - YEAR I

Federal:	$235,390
Non-Federal:	$ 26,154
Total:	$261,544

PROJECT PARTNERSHIP

The Citizens Education Center*
New Horizons for Learning
Partners in Seattle Education (PIPE)
The Seattle Public Schools and Cooper Elementary School

The Citizens Education Center is responsible for coordinating all project activities among the different sites and for the various project responsibilities among the project management team. The project will be guided by a broad-based advisory committee.

TARGET STUDENT POPULATION AND PROJECT FOCUS

This project, focused on the city of Seattle, will involve 18 schools phased in over a four-year period. The project will concentrate on working with disadvantaged students, particularly minority group students. In year 1, the project will be implemented at a multi-racial elementary school in an economically disadvantaged neighborhood. Year 2 will include a middle school. At the end of four years, 18 schools will be involved.

PROJECT OBJECTIVES

The specific objectives of this project are:

1. To improve student performance

2. To infuse new excitement in participating Seattle schools and their communities for what teaching and learning can be.

3. To create new and more powerful kinds of collaboration between schools and potential partners, including parents, peers, older students, business volunteers, and senior citizens.

4. To provide teacher access to the most recent research on learning styles and strategies, particularly as it relates to minority students.

5. To lower adult/student ratios in the schools and increase support for teachers.

6. To begin a "ground-up" transformation process in Seattle that incorporates school and community responsibility for student learning.

7. To develop a national replicable model, distinguished by its emphasis on the latest research on teaching and learning styles.

PROJECT DESCRIPTION AND PROGRAM ACTIVITIES

During the first year of this project, the partners will join together to build a "learning society" in the demonstration schools. Development of the restructured educational program will draw on the latest research in learning styles and invite teachers to enter new realms of professionalism by training and coordinating volunteer tutors for their students.

Specific activities within the Team Tutoring project involve:

- Community participation in the school transformation process as teachers and lay persons learn to work together in different ways.
- State of the art teacher training in the areas of teaching and learning.
- The involvement of teachers in the training of volunteer tutors from the community.
- Parent participation in the Parent Leadership Training Program.

NEW PRODUCTS/MATERIALS TO BE DEVELOPED

Videos, a program/project manual and support materials for broad-based adaptation/replication

PROJECT EVALUATION PLAN

The evaluation of this project will be conducted by the Northwest Regional Educational Laboratory. During years 1 and 2, evaluation will be formative in nature, designed to improve the operations of the project. During the first two project years, outcome evaluation measures will be developed and pilot tested. A summative evaluation will be conducted at the end of the project. In year 4, special emphasis will be given to an assessment of the ability of the project to be transferred successfully to other schools.

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SECTION II: MATRICES: A VISUAL SCAN OF THE PROJECTS

II. MATRICES: A VISUAL SCAN OF THE PROJECTS

The following set of three matrices categorizes the projects to enable a fairly simple visual scan of characteristics and components of the projects, and commonalities among the projects. Information is displayed as follows:

Matrix 1: Target populations, project focus and the school district setting. Definitions for project focus are: Classroom: specific classrooms within a school; School: multi-grade or across a school; Multiple Schools/Districtwide: more than one school in a district or district-wide; Multiple Districts/State Focus: more than one school district or a number of school districts across a state; Statewide: some intended project impact on all school districts in a state.

Matrix 2: Project partners, characteristics of the partnership structures, and the focus of project impact. Definitions of Partnership structures are:

Simple Partnerships: There is one dominant managing partner and the other partners provide services or resources. The LEA(s), if it is not the one managing partner, is a recipient of services,a cooperating participant or provides access to students.

Moderately Complex Partnerships: This partnership structure is characterized by actual shared management or primary decision-making among two or more of the partners, multiple partners with substantive program responsibility, more than one substantively engaged partner from a sector or similar organization/institution, e.g., universities/colleges, community colleges, community organizations, etc., and the LEA(s) is a defined managing partner sharing overall responsibility for the total project.

Complex Partnerships: This partnership structure exhibits all or most of the characteristics of the Moderately Complex structure, plus one or more of the following characteristics: two or more levels of partnerships in the project; establishment of a new formal partnership organization to carry out the project; and/or two or more partners from two or more sectors.

Matrix 3: Program activities/curricular areas of special interest. If a project incorporates any of these elements, in any degree, it is so noted in this matrix. Commonalities among projects' major elements are discussed in Section IV: Major Categories of Common Program Elements.

Projects are placed across the top of each matrix. The key for the projects is on the following page.

MATRICES DISPLAY

Key for Projects:

1. Anchorage Vocational Academic Institute of Learning (AVAIL)
   Anchorage, Alaska

2. Project Partners
   Compton, California

3. Project C.H.A.M.P.S. (Community Help for Academic Mastery in Partnership Schools)
   Napa Valley, California

4. Partnerships for Educational Excellence in the Oakland Public Schools
   Oakland, California

5. The Visiting Scientists Program
   Colorado

6. Taylor Compact Partnership
   Taylor County, Florida

7. Corporate Coaches for Career Development
   Georgia

8. Masterminding: Partners in Learning and Using Mathematics and Science
   Boston, Massachusetts

9. Teaming for Excellence
   Flint, Michigan

10. A Partnership for Science and Math Learning in Urban Middle Schools
    Newark, New Jersey

11. Brooklyn School/Business Alliance Project
    Brooklyn, New York

12. The Interactive Learning Environment Project
    Brooklyn, New York

13. Cooperative Alliance for Gifted Education
    Cleveland Ohio

14. Education for Tomorrow Alliance
    Houston, Texas

15. School Restructuring Through Partnerships
    Vermont

16. Education for the 21st Century
    Manassas Park, Virginia

17. Commitment to Quality
    Virginia

18. The Team Tutoring Project
    Seattle, Washington

MATRIX I

	1.	2.	3.	4.	5.	6.	7.	8.	9.	10.	11.	12.	13.	14.	15.	16.	17.	18.
TARGET POPULATIONS																		
Students																		
Elementary		✓	✓	✓	✓			✓	✓				✓			✓		✓
Middle/Jr. High			✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		✓		✓
High School	✓			✓	✓	✓	✓		✓		✓		✓	✓	✓	✓		
All Students		✓		✓	✓				✓					✓				
At-Risk/ Disadvantaged	✓		✓			✓		✓		✓		✓			✓			✓
Gifted			✓				✓	✓					✓					✓
Special Ed.																		
Average						✓					✓	✓						
Professional Staff																		
Teachers/Prof. Support Staff		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Administrators		✓	✓	✓			✓		✓	✓	✓	✓			✓	✓	✓	
PROJECT FOCUS AND SCHOOL DISTRICT SETTING																		
Classroom												✓						
School(s)						✓						✓						
Multiple Schools/ Districtwide	✓	✓	✓	✓				✓	✓	✓	✓			✓		✓		✓
Multiple Districts/ State Focus					✓		✓		✓				✓			✓	✓	
Statewide															✓			
Urban	✓	✓		✓				✓	✓	✓	✓	✓	✓	✓			✓	✓
Rural			✓		✓	✓	✓							✓	✓		✓	
Suburban			✓						✓					✓		✓	✓	

MATRIX 2

	1.	2	3	4	5	6	7	8	9.	10.	11.	12	13	14	15	16.	17	18.
PROJECT PARTNERSHIPS																		
Partners																		
Business/Industry	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Non-Profit and Community Organizations	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓			✓
Higher Education			✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓	?	
State and Local Government Agencies	✓	✓	✓	✓	✓	✓	✓		✓		✓	✓			✓	✓	✓	
Characteristics of Partnership																		
Simple	✓	✓			✓		✓			✓				✓			✓	✓
Moderately Complex						✓		✓			✓	✓	✓					
Complex			✓	✓					✓						✓	✓		
FOCUS OF PROJECT IMPACT																		
Student Support Services	✓	✓	✓	✓					✓		✓							
Education Programs/ Curriculum	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓
Staff Development		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓ ?	✓	✓	✓	✓
Systemic Change		✓	✓	✓					✓						✓	✓	✓	✓
Policy									✓						✓	✓		

MATRIX 3

PROGRAM ACTIVITIES/ CURRICULAR AREAS OF SPECIAL INTEREST	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
Mentorships for Students	✓	✓		✓		✓	✓	✓			✓	✓		✓	✓			
Development/Use of Technology	✓		✓							✓		✓	✓	✓		✓		
Student Internships/ Work/Experience	✓			✓		✓	✓		✓		✓			✓	✓	✓	✓	
Tutorial Programs	✓	✓	✓	✓				✓							✓	✓		✓
Involvement of Higher Ed. with Pre-Collegiate	✓		✓	✓	✓		✓		✓	✓		✓	✓	✓	✓	✓		
Alternative Schools	✓			✓		✓												
Comprehensive Student Services	✓	✓	✓						✓									
Teacher Internships					✓									✓		✓		
Staff Development		✓	✓			✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓
Math/Science			✓		✓	✓		✓		✓		✓		✓		✓		
Career/Vocational Education	✓				✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓		
Gifted Education			✓				✓	✓					✓	✓				
Parent Involvement	✓	✓	✓				✓											✓
Curriculum Development			✓					✓		✓		✓		✓		✓		

III. PROJECTS' EVALUATION PLANS

ANCHORAGE VOCATIONAL ACADEMIC INSTITUTE OF LEARNING (AVAIL)

Anchorage Alaska

Both a formative and a summative evaluation of this project will be conducted.

1. Formative Evaluation:

   a. Participants in this program will be evaluated in mathematics and reading in order to place them in the reading and mathematics curricula.

   b. Participants will be pre-and post-tested in math, life-skills, and language arts.

   c. Gains in self-esteem will be logged by students each month and records will be kept on file.

   d. A weight and health record will be kept on all students by the Municipality of Anchorage Health Department.

   e. A copy of the student results from the Alaska Career Information System will be kept on file to determine vocational goals of each student in the project. The evaluators will keep track of what vocational goals the students have set for themselves and whether their jobs are moving them towards their goals.

   f. Students will be evaluated on their mastery of eleven previously identified work competencies.

2. Summative Evaluation:

   Students successfully completing this program will either:

   a. Return to school full time, or
   b. Secure and keep gainful employment.

A student will achieve the project goals if he/she returns to and stays in his/her home school during the following semester or obtains and keeps a job.

An external evaluator has been retained for this project.

PROJECT PARTNERS, Compton, California

The evaluation plan for the Project Partners project is related to the major project objective: to increase total battery CTBS scores of target students at a statistically significant level each year. Success for target students will be measured against 1990 baseline data on a control/experimental matched student group.

The project will also evaluate yearly and longitudinal ancillary gains, using qualitative and quantitative analysis, for:

- Increased staff skills in delivering instruction
- Student motivation
- Volunteer, community, business, human services agencies and parent support for education
- Improved student self-esteem and attitudes of family participants
- Improved instructional and program content

Significant gains (0.5 or more) will be reported and process evaluation will be included in the annual summative project reports.

The final project evaluation will include estimates of future effects and a cost to benefit analysis by major project activities as they may contribute to student gains will also be reported.

Quality Education Project will be responsible for the overall evaluation.

PROJECT CHAMPS (COMMUNITY HELP FOR ACADEMIC MASTERY IN PARTNERSHIP SCHOOLS), Napa Valley, California

The evaluation of this project has two components:

1. The objective analysis at the end of each project year of the extent to which the objectives have been met -- and the publication of these results.

2. An analysis of the ways in which the partnership might better function to achieve the objectives in the next year.

Evaluation methods relate directly to the different project area goals: Evaluations will be conducted separately of each area:

- Students
- School
- School District
- Partner objectives, where there will be a direct relationship of partnership objectives objective to assessment.

Student, school, and partner objectives all call for measurable and quantifiable results. Seven of the nine objectives of this project are stated in, and will be evaluated through the achievement of, quantifiable outcomes. In the case of the District, the objectives are less clear cut in that they require coordination, training, and fiscal responsibility to ensure the success of the partnership and the granting of site-based decision-making to the schools, but do not provide a definition of "success" in these areas.

The planning committee will secure the assistance of a third-party evaluator with a proven track-record in educational partnership analysis that will provide not only evaluation of the past year's experiences, but also suggestions on building a stronger partnership in the next year.

PARTNERSHIPS FOR EDUCATIONAL EXCELLENCE IN THE OAKLAND PUBLIC SCHOOLS,

Oakland, California

In this project, there will be an evaluation for each of the three major components supported by the grant:

1. The work of the Commission: Detailed chronicling of all the deliberations, processes, decisions and impact of work has been maintained and will continue throughout the proposed project period. A report for internal use by the project and its funders will be produced. This evaluation will also be useful for mid-course corrections as well as an overall assessment at the completion of each major phase of the work.

   The Rockefeller Foundation will also conduct an evaluation of the effectiveness of the Urban Strategies Council's activities (a member of the organizational partnership for this project).

2. The Career Academies: Evaluation of both inputs, management practices, and outcomes will be central to the work in support of the career academies. The ability of the academies to create and maintain the 27 identified components of a successful program will be measured, as well as program outcomes, including graduation rates, placement in jobs, further training or higher education, and academic achievement. Feedback on the effectiveness of the University's technical assistance and evaluation efforts will be solicited from representatives of the school district and the City of Oakland on an annual basis, and used to guide the following years activities.

3. The Mentoring Center Program: This part of the project will be subject to ongoing, formative evaluation, which will be conducted by an external evaluator. The goal of this formative evaluation will be to improve the Centers' practices. The Urban Strategies Council will oversee this evaluation, with its approach reviewed and approved by the Mentoring Center steering committee, composed of representatives from the Forum, the Marcus Foster Educational Institute, and Urban Strategies.

The University Oakland Metropolitan Forum will be responsible for coordinating these evaluation activities, and for liaison with OERI and the external evaluators.

THE VISITING SCIENTISTS PROGRAM, Colorado

The evaluation currently in use for the Colorado Alliance for Science's Visiting Scientists Program will be extended to the new project areas in the state.

Evaluation will focus on annual results of questionnaires sent to participating teachers and scientists as well as on day-to-day follow-up contacts made by the Colorado Alliance for Science staff. The Alliance is adding questions to their teacher questionnaire in order to assess program impact on student grades and attitudes toward science and math.

The Alliance will also hold meetings in new regions of the state in which the Visiting Scientists Program will become operational through this project. These program assessment meetings will include teachers, scientists, and students.

Real success of the project will be shown if an increasing number of elementary school students choose more science classes in secondary schools and subsequently select science, mathematics, or technology as major fields of study in higher education. This program will need to be in operation for a longer period of time in order to validate its use in this way. However, it is the intent of this program to look for ways to develop strategies and processes to track this data.

TAYLOR COMPACT PARTNERSHIP, Taylor County, Florida

The primary evaluation method planned is a student performance outcome reporting system, to be implemented with second semester, Grade 9 students in the spring of 1991.

The performance measures to be tracked and reported to the Taylor Compact Partnership are:

- Grade point average
- Absences
- Days suspended from school
- Credits earned (by semester)
- End-of-year disposition (promotion, retention, transfer, etc.).

The evaluation plan will include the following special assessment reports:

1. End of project review of the performance outcomes of the initial 30 (plus or minus) students enrolled in the Environmental Studies Institute (ESI).
2. Annual report on the status of each ESI student and identification of the number of students who applied for ESI enrollment as a demonstration of its acceptance by Taylor County students as a respected and popular program.
3. ESI student test scores according to the new testing statute enacted in 1990 by the Florida Legislature.
4. An end of project report identifying other school districts in Florida and nationally which have borrowed from the Taylor Compact Partnership model.

CORPORATE COACHES FOR CAREER DEVELOPMENT, Georgia

To determine the overall effectiveness of this project, each of the four project objectives will be evaluated on an individual basis.

1. The evaluation of the development, implementation, and refinement of a comprehensive career awareness program for underachieving gifted high school students will be on-going in the first year. Formative data will be collected from interviews, questionnaires and school records, and an assessment will be ready for dissemination.

2. The evaluation of positive self-concepts among students will use the Piers-Harris Self-Esteem Inventory and the "Attitude Toward College Inventory" to measure the attitude change of student participants toward attending college.

   In addition to these instruments, interviews will also be scheduled between students and a member of the evaluation team prior to a student's entry into the program and upon completion of his/her first year. Records, including information on attendance at school, grades, and essential employability behaviors such as on-the-job performance, appointments kept, and assignments completed, will also comprise data for the evaluation of this project objective.

3. The evaluation of an increase in the number of rural and economically disadvantaged gifted students who enroll in higher education will be facilitated by the use of a control group, matching the demographics and individual selection criteria of students enrolled in the program. At the conclusion of the project, the number of students enrolling in higher education will be recorded for the control and the Corporate Coaches participants.

4. The objective calling for the establishment of a technical assistance program to continue this program following the project period will be evaluated through the use of a training model developed during the first year of the project. This model will be disseminated to appropriate businesses and educational institutions throughout the state. A technical assistance team will be trained using the final training model, and will provide assistance in training for future project sites.

MASTERMINDING: PARTNERS IN LEARNING AND USING MATHEMATICS AND SCIENCE.

Boston, Massachusetts

The evaluation plan for this project will be both formative as well as summative, in order to inform the project as it progresses and to provide dependable data on which to judge the success of the program and permit recommendations for replication.

At regular intervals throughout the span of this project, the progress of the students in the program will be measured by some or all of the following:

- locus of control test
- criterion reference tests in subject areas
- ethnographic interviews
- observation, note-taking

In addition to student progress, the evaluation will also measure the quality of teacher participation and development as well as attitudes and understandings of parents and, if possible, of targeted resource hosts (for example, on-site observers of mentors).

The evaluation will be especially concerned with:

- Measurable increases in knowledge of mathematics and scientific information and concepts
- Recognition and familiarity with laboratory protocol
- Desire for continued and enriched experiences in math and science
- Evidence of "scientific attitude"

There is a third-party evaluator

TEAMING FOR EXCELLENCE, Flint, Michigan

Formative and summative evaluations for this project will be conducted by the Project for Urban and Regional Affairs (PURA), Office of Research, University of Michigan-Flint. The evaluation will focus on the activities of the Roundtable, Planning Team, and the Focus Panels.

The evaluation will examine the extent to which the partnership provides an effective means of leveraging resources to achieve the central mission of the collaborative partnership among K-12, higher education, and the private sector. The evaluation will have three facets:

1. Focus group meetings with the Panels to gauge the degree of consensus among educators, business interests, and the social service communities. Yearly inventories with these groups will monitor the progress of the teamwork effort to move their agendas closer and to become more interrelated.

2. Development of instruments to document the activities which result from team efforts. The number of projects, the degree to which disadvantaged and gifted students are involved, the participation of parents and teachers will be tracked and analyzed for trends and developments.

3. Pre and post testing of team members will record the expectations individuals have for the partnership, their attitudes toward work-school integrations and student case management for social service support,

An interactive evaluation team will be established with personnel from the University, the management team of the project, and representatives from each of the sectors represented: business, education, and social services. They will meet periodically to 1) approve a more detailed evaluation plan, 2) review the instruments as they are developed, 3) receive feedback analysis as it occurs, and 4) provide dissemination mechanisms for the evaluation report.

Pilot Schools:

In addition, components of the evaluation process will focus on quantifiable and measurable data. One elementary and one secondary school have been selected as experimental arenas to evaluate the linkage between the Professional Development School, the School-Based Management/Shared Decision-Making Pilot, and Partnership efforts. Two similar schools not participating in the project have been selected as control groups. This portion of the evaluation will collect data from students, parents, teachers, and administrators over the period of the entire project.

A PARTNERSHIP FOR SCIENCE AND MATH LEARNING IN URBAN MIDDLE SCHOOLS, Newark, New Jersey

The evaluation will assess the degree to which the project goals are achieved and will document both progress and problems, so that positive outcomes can be replicated and negative outcomes or problems minimized or avoided.

Evaluation of the project will include:

1. Periodical appraisal of program operation, including student feedback.
2. Statistical evaluations of program impact in terms of numbers of students attracted to the program, retention to graduation, and solicitation of reasons why some may transfer out.
3. Analysis of changes in student motivation, attitude,and performance.
4. Tracking of students from sixth grade through the secondary grades and following graduation to assess impact on the student pipeline.
5. Assessment of attitude change of in-service training participants.
6. Assessment of impact on teaching practices of participating teachers.

Formative evaluation will generate data about participant reactions, so that the program design could be modified or strategies could be implemented to improve outcomes.

Summative evaluation will be concerned with the overall measurement of the project's costs and benefits. A combination of methodologies will be used, including pre- and post-tests, surveys, participant observations, and interviews to measure the effectiveness of the program in achieving its objectives.

Assessment of student outcomes will also include tracking of students through secondary school education and the impact on the students after they have graduated from high school in order to study the long-term effects of the project.

The evaluation will seek to measure the impact of summer inservice training on teachers: Pre-and post-tests will be used to evaluate improved teacher understanding of the science concepts and related hands-on learning activities presented during training sessions. Interviews and written surveys will be used at the end of the year to assess the program's strengths and weaknesses and to seek suggestions for improvements for this program for possible future programs. Training format, instructors, and content will be included in this assessment.

The evaluation will also examine student learning and attitudes. Evaluations will be designed to compare expectations before the experience in the program and outcomes as a result of participation. Formal (pre- and post-tests) as well as informal assessment techniques (classroom observation and interview methods) will be used to measure change in student attitude towards science and mathematics, and student performance.

THE INTERACTIVE LEARNING ENVIRONMENT PROJECT, Brooklyn, New York

Two types of research and evaluation will be conducted for this project.

1. The Center for Children and Technology (CCT) will collect several different types of data to accumulate a complete picture of progress and problems for all project activities, and to provide the basis for revision of any aspects of the implementation. Data collection will include:

    a. In-depth interviews with teachers and administrators who are participating in the project.
    b. Collection of all written documents about project activities.
    c. Regular observation of classroom activities.
    d. Focus group activities.

2. The second category of research will determine the effectiveness of the project. This will be done in three ways:

    a. Information collection about the project through attendance records of target classes and student interviews.
    b. Assessment of the program on a set of dependent variables which will include:

        - Stress on thinking, reasoning, and application of skills;
        - Sustained motivation and engagement of students on learning tasks;
        - Collaborative work; and
        - Diversified roles for teachers.

    c. Examination of the effect of the program on student learning. Different measurement techniques will be used to determine student progress in the technology-intensive science and mathematics curriculum in this project.

Four specific components for evaluation and research design have been identified:

1. Project teachers and administrators will demonstrate improved attitudes towards and understanding of the use of state-of-the-art technology for classroom instruction as measured by the converging methodology of the research and evaluation design.

2. Project teachers will demonstrate increased integration of multimedia technology in daily classroom science and mathematics instruction as measured by the research and evaluation design.

3. Participating students' progress in targeted science and mathematics concepts and skills and demonstrated use of state-of-the-art technology will be measured and assessed through techniques being developed at CCT to assess thinking and problem solving skills as part of a new system of student assessment.

4. Project staff will produce a videotape that will be used to disseminate the teacher training model which will be reviewed by a committee of impartial experts for content, appeal, and motivation, utilizing a locally developed Likert-like instrument.

BROOKLYN SCHOOL/BUSINESS ALLIANCE PROJECT, Brooklyn, New York

The diversity of activities within this project will require a range of evaluation methods, all designed to assess objectively the effectiveness of each activity to allow for follow-up, program improvement, and identification of additional resources needed to improve local school-business linkages in the future.

There will be both a formative and a summative evaluation for this project. The final evaluation will assess:

- The progress made towards meeting the objectives of the project
- The effectiveness of project activities in meeting the purposes of the federal grant
- The effect on those being served by the project, and
- The potential for replication and expansion of this approach to alliance building

The aim of evaluation activities will be to measure participants' perceptions of the different programs, their effectiveness, and, where possible, shifts in skill level before and after participation. The evaluation will cover the following areas:

- Numbers of students, grade-level, and, where available, basic academic indicators for participating students
- Number, school, and subject area or administrative responsibility of participating educators
- Number, location, and level of involvement of private sector participants
- Qualitative description of activities by project staff and observers, including comments on what was most and least effective
- The potential for replication
- Sample of materials produced as part of an activity (newsletters, surveys, workplans, etc)
- Where appropriate, pre- and post-testing of information levels, attitudes, and vocabulary related to the career area or other subject matter of an activity
- Where available, retention rates over four years of high school

The Office of School and Business linkages of the New York City Public Schools will coordinate and oversee overall project evaluation.

COOPERATIVE ALLIANCE FOR GIFTED EDUCATION, Cleveland, Ohio

A primary research question involved in the evaluation of this project concerns whether or not teachers' attitudes and behaviors have changed regarding identification of and service for gifted children.

Evidence of changed attitudes will be collected over the period of time of this project and sufficient evidence will be sought to assess whether or not changes are sustained and stable. Types of evidence will include assessment of attitudes in the form of a rating scale, structured observations of teacher behavior, teachers' records (e.g., self reports), and interviews. In addition, representatives from other role groups (administrators, students, and parents) will be interviewed. Demographic data for all participants will also be collected.

Triangulation of the data will occur throughout all phases of analysis. Multiple methods, data sources, and researchers will enhance the validity of research findings.

The overall success of the project will also rely on the project's success in meeting each of its five objectives.

1. The first objective of this project calls for the establishment of the Joint Partnership Advisory Committee (APAC); therefore, documentation will be maintained regarding regular meeting dates, minutes, and any decisions made by the partnership. The evaluator will gather information, analyze, interpret, and provide formative as well as annual summative reports.

2. To evaluate objective 2 (focusing on developing and field testing the nontraditional assessment tools), random samplings of teachers will be used to identify categories of behaviors describing gifted behavior.

3. The evaluation of objective 3 will focus on the attitudes and behaviors of project teachers, other teachers in project buildings, and other key individuals with regard to the assessment of gifted and talented students, programming for gifted and talented students, and the role of technology in such programming. A process instrument, "Evaluating Educational Programs for Intellectually Gifted Students,", unstructured interviews, and periodic observations in project classrooms will all be used in this evaluation process.

4. The evaluation of objective 4 will focus on the products of curriculum development. Formative evaluation will focus on teacher attitudes gathered through unstructured interviews, observations in classrooms, lesson plans, and teachers' written self-reports. Other role groups affected by curriculum redesign, such as parents, students, and administrators will be interviewed. Technology will be used to assess students' involvement and achievement throughout the project.

5. This objective is related to disseminating outcomes from the project, both internally and externally. Records regarding internal requests for information, dissemination of descriptions of project activities, inservice activity beyond the scope of the project, and other evidence of internal dissemination will be maintained. Achievement of the external dissemination portion of the objective will be evaluated through documentation of a) proposals for professional presentations, b) papers for publication, and c) the production of technical reports related to project findings.

EDUCATION FOR TOMORROW ALLIANCE, Conroe, Texas

This project includes two forms of evaluation. A formative evaluation will be used to evaluate each component of the program at the completion of each process, and to make adjustments, as necessary, to improve subsequent activities. A summative evaluation will determine if the overall goals of the program have been attained.

1. Formative Evaluation:

   Each of the Education for Tomorrow Alliance (ETA) activities will develop evaluation tools which can be used to determine effectiveness in meeting the goals for that specific program. In addition, formative evaluation will comprise an important component of each step of the development of ETA and the results of this evaluation process will be used to improve the programs and functions of ETA.

2. Summative Evaluation:

   This evaluation relates directly to the overall project goals and objectives and will include:

   - Data which indicates the growth in the number of constituents in the partnership and the support provided by these members in terms of finances, personnel, materials, and/or services.
   - Documentation concerning support from organizations or individuals outside the membership.
   - Data on the number of volunteers and the number of hours worked.
   - Documentation on the dissemination activities and the number of inquiries about the ETA partnership or its programs which are received from outside the area.
   - Data on the number and length of programs as well as numbers attending.

Summative information will be compiled for each year of the program. After the first year, a comparison with the preceding year(s) will be provided to indicate growth.

SCHOOL RESTRUCTURING THROUGH PARTNERSHIPS, Vermont

The Project Director will supervise an integrated evaluation strategy for this project which will consist of several coordinated phases conducted by program staff, participating students, secondary school and business partners, and other key personnel. Evaluations will be based on assessment criteria developed for each program objective and activity. The components of the program evaluation process include the following:

1. Goal/Objective Evaluation:

   - The degree to which the program's goals and objectives are achieved
   - The use of the Plan of Operation as an on-going evaluation process
   - Collection and analysis of program/activity specific data, including information gathered from all partners in the partnership.

2. Internal Evaluations:

   A variety of internal assessment activities will be established in order to ensure the continuation of a high quality of services. Among these activities will be quarterly reports to the Commissioner of Education and President of the Community College which will detail the progress toward stated objectives, assess the work of program staff, and offer recommendations designed to strengthen the program and derive maximum use from project benefits.

3. External Evaluation:

   In addition to internal evaluations, an external evaluation will also be carried out by the Regional Laboratory for Educational Improvement of the Northeast and Islands. This will include a comprehensive mid-point evaluation of the project and a final project evaluation at the conclusion of the four year-period.

4. Annual Evaluations:

   An annual evaluation of the project will be conducted, and the data as gathered in the Goal/Objective component of the overall evaluation plan will be analyzed to determine if the funded objectives are being met. Statistics will be compiled and analyzed in terms of participants/schools served and services provided by category. The results will be compared with the project objectives.

COMMITMENT TO QUALITY, Virginia

The evaluation plan for this project is critical since this is a new model partnership which is adapting and implementing a business-developed process for systemic organizational change in schools.

The evaluation will document and quantify the project's effectiveness in achieving the stated objectives, and will focus on both process and outcomes.

The process, or formative evaluation, will provide results that can be used to guide, modify, and improve the project.

Outcomes, or summative evaluation, will provide results that will document the project and will provide important information to guide future efforts of others in undertaking similar projects.

The Virginia Department of Education's research unit will conduct the evaluation of this project. Since this unit functions independently of any of the project program officials, the research unit will serve as an external evaluator. The evaluation team will be responsible for:

1. Developing the overall evaluation plan
2. Analyzing major functions
3. Determining the degree of goal attainment; and
4. Reporting to the U.S. Department of Education

The Evaluation Framework will:

- Provide summative evidence regarding the degree to which objectives are being reached and/or modified.
- Provide formative information about day-to-day operations upon which decisions can be based regarding continuation, modification, or elimination of various project procedures and activities.
- Provide information upon which other business and education partnerships may base decisions regarding the use of Quality.
- Provide information upon which other business and education partnerships may base decisions regarding the partnership model (establishing the comfort zone for further projects).

Data gathering will focus on the types of training that best empowered administrators and teachers to use the Quality process, determine additional training needs, assess the effectiveness of coaching, determining management effectiveness, the effectiveness of the training, and the effectiveness of the interaction between the schools and the Department of Education.

Four types of questions will be employed in data gathering:

a. program planning questions
b. program monitoring questions
c. program impact questions
d. program utility questions

The last two questions will help to answer the question of institutionalization of the partnership, and the evaluation will examine what is being institutionalized: a kind of strategy, a working relationship, or the process of change itself.

EDUCATION FOR THE 21ST CENTURY, Manassas Park, Virginia

The evaluation of this project will be conducted by an external evaluator and will include the following components:

1. Central to the evaluation will be a study of the process of developing an active partnership. The evaluator will propose a set of criteria to identify and classify different levels of partnership activity.

   A core activity of the evaluation will be a series of case studies of each school in the Manassas Park Public Schools and of the central office to assess the degree to which they are transformed during the project years. During the first year, this activity will serve as a primary planning activity for the planning committee.

2. In addition to examining the transformative process and results in each of the schools as well as the central office, the evaluator will also assess change in student achievement in Manassas park Public Schools, as well as student outcomes from specific, major activities.

3. The evaluator will assess satisfaction with the project as part of the assessment of other objectives. In addition, periodic surveys will be conducted of the partner institutions and the parents and students of the target school district.

4. The evaluator will develop indicators of institutionalization of the project beginning with the language in the proposal and, after approval of the indicators by the planning committee, will document the degree of achievement.

THE TEAM TUTORING PROJECT, Seattle, Washington

The evaluation for this project will be conducted by an external evaluator, the Northwest Regional Educational Laboratory, and will feature both formative and summative evaluations.

During years one and two of the project, the evaluation will focus on a formative evaluation designed to improve the outcomes of the project. During this time, outcome evaluation measures will be pilot tested and will be used intensively in years three and four to document the impact of the project. During year four, special emphasis will also be given to an assessment of the ability of the project to be transferred successfully to other locations.

The evaluation questions and data collection procedures will be organized around four program areas: the environment, participants, project implementation, and outcomes. The evaluation methodology will include both qualitative and quantitative data. Site observations and interviews with students, staff, parents, and business partners will be supplemented with assessment of student knowledge and interest. Data regarding classes taken by participants, attendance, and demographic data will be obtained from the Seattle School District's research department whenever possible, and the evaluation plan will be developed and coordinated with that department.

Tentative evaluation areas include:

- The extent to which this project addresses the needs of students
- The extent to which the project activities are implemented as designed
- The impact of the project on increasing students' motivation to learn
- The role played by participating business and industry and the factors contributing to growth in the partnership
- The effectiveness of procedures used to impart learning style techniques to adults
- The extent to which the collaborative process has brought community, families, and students together as tutors for children in schools
- The extent to which the project is perceived as transferrable by others
- The extent to which it is adopted or modified for use in other schools in Seattle and in other communities.

IV. MAJOR CATEGORIES OF COMMON PROJECT ELEMENTS

IV. MAJOR CATEGORIES OF COMMON PROGRAM ELEMENTS

For the purpose of identifying some common program elements among the projects, nine major categories have been selected. Many projects have several of the elements, but the emphasis of a project or the relative prominence of the elements varies within these projects. Therefore, the categories in which projects are placed reflects the relative dominance of an element/activity or the project emphasis. Where a project has more than one of the nine elements of equal emphasis, that project is placed in more than one of the categories. Very brief descriptions of the elements are provided; the reader is referred to project descriptions in the first section of this paper for information about each overall project and to Section II, the matrices, for a quick scan of all elements in each project. For each of the major categories, one or more questions are provided which might be included in projects' documentation/evaluation where, given the very disparate project designs and objectives, such questions can be defined. The nine major categories are:

- o Use/development of technology
- o Staff development
- o Science and math education
- o Tutorial and mentorship activities
- o College/university linkages with precollegiate education
- o Career/vocational education
- o Alternative schools/programs
- o Gifted/talented education
- o Comprehensive student service

Use/Development of Technology

Anchorage Vocational Academic Institute of Learning (Anchorage, Alaska)

This project will utilize technical assistance from project partners to establish an alternative school in which students will receive computer training and instruction to increase basic skills in reading, math, language and life skills to the level necessary for entry level employment.

The Interactive Learning Environment Project (Brooklyn, New York)

This project intends to build an internal school capacity for sustained innovative use of computer-based technologies and develop a model for the effective integration of computers

into daily instruction of middle grade students. State-of-the-art multi-media equipment will be acquired which will integrate networked computers, laser disc and compact disc players, TV monitors, optical scanners, audio cards, modems and synthesizers through the use of powerful developmental software.

Cooperative Alliance for Gifted Education (Cleveland, Ohio)

A framework of assistive and informative technology will be developed, implemented and evaluated for the purpose of creating non-traditional assessment instruments for the identification of gifted and talented minority and/or disadvantaged students.

Education for the 21st Century (Manassas Park, Virginia)

The partners will develop a "post-Gutenberg technologized" textbook. The objective is to redefine the book as a medium for teaching and learning, and to integrate learning systems with media resource banks (including libraries).

Possible Questions

1. What barriers, if any, occurred in the integration of educational technology into the teaching and learning environment?

Staff Development

Project Partners (Compton, California)

Participating schools' staff will be trained to generate and secure parent and community volunteer support for the schools. Staff will also be trained to implement reforms growing out of the development of an intervention and school reform plan which will respond to specific student needs in each of the target schools.

A Partnership for Science and Math Learning in the Middle Schools (Newark, New Jersey)

Formal teacher training and support for classroom implementation of improved science and math programs, and other subject areas in which science and mathematics will be integrated is at the core of this project. Teachers will have monthly in-service training during the school year and a summer program. Fifteen of the participating teachers will receive

intensive training in order to provide leadership in their schools and the school district at the completion of the project. Teachers will work with their peers, university faculty and industrial scientists and engineers.

The Interactive Learning Environment Project (Brooklyn, New York)

The key element of this project is a teacher training program that provides long-term support, intensive training, networks of communication, and adequate time and opportunity for teachers to learn, practice and implement computer-based education. Staff in the participating school will be trained to assist in expansion of the project as mentors and coaches for instituting the interactive learning environment in additional classrooms, and ultimately in additional schools.

Cooperative Alliance for Gifted Education (Cleveland, Ohio)

In-service programs will assist classroom teachers to use non-traditional assessment models to identify minority and disadvantaged gifted and talented students. Teachers will also be assisted to improve educational programming for the target student population through the use of technology.

Commitment to Quality (Virginia)

Administrators and teachers in the pilot schools will be trained in Quality, the organizational change process used in restructuring the Xerox Corporation. The process is intended to develop the skills and framework school leaders need to restructure their schools. Teachers will also be trained in the process to give them the tools for problem-solving, improvement in the quality of their teaching, and skills for effective interaction to help them become leaders in their roles. Quality teams will be established at the school and district levels.

The Team Tutoring Project (Seattle, Washington)

This project will implement a state-of-the-art teacher training program, drawing on the latest research in teaching and learning styles. Teachers will also be trained to educate parent and community volunteer tutors in these teaching and learning styles, and in appropriate teaching methodologies.

Possible Questions

1. Do teachers and/or administrators perceive any differences in staff development conducted by the school district and staff development which involved the external partner(s) in design, delivery or follow-up?

2. What are the teachers/administrators views about the effectiveness of the staff development programs?

3. Do teachers/administrators respond differently to inservice programs conducted outside the school district?

4. Among all project activities/components, how would project directors and participants in staff development programs rate the importance of staff development to achieving project objectives?

5. What are the participants views about the effectiveness of the staff development programs?

Science and Math Education

The Visiting Scientist Program (Colorado)

The project will expand the existing Colorado Alliance for Science's successful Visiting Scientists Program. Through this program, teachers in grades K-12 are connected with community resources to assist teachers in providing science and math programs that relate to the world of work and in enriching classroom teachers' connections to the world of science, math and technology.

Masterminding: Partners in Learning and Using Mathematics and Science (Boston, Massachusetts)

This project seeks to increase the achievement and interest in mathematics and science of gifted and academically capable economically and educationally disadvantaged students. Partner individuals and organizations will be engaged directly as mentors and tutors, and provide technical assistance to the project. The elementary students in the project will have the opportunity for early and extensive exposure to math/science-based careers in diverse

community settings. The project incorporates a program to encourage Boston teachers to participate in school-year and summer programs to increase their knowledge and skills in math and science.

Education for Tomorrow Alliance (Conroe, Texas)

This project brings together in a new partnership several programs focused on science, math and technology. The Science and Technology 2000 program will be expanded to include specific technology programs in vocational education. The Space Simulation Involvement Project is an extracurricular program provided through the school district's vocational education program. The Science and Engineering Network to Support Education involves employees from businesses, professional organizations and institutions of higher education in a network linking students, teachers and volunteer scientists and engineers. Through the project, the Science and Technology Lecture Series will be developed to present topics of general interest in lectures and community cable TV to students, parents and the general public.

Other Science/Math Focused Projects
(Key elements of these are described in other categories.)

A Partnership for Science and Math Training in Urban Middle Schools (Newark, New Jersey)

The Interactive Learning Environment (Brooklyn, New York)

Possible Questions

1. In what way are science and math programs more substantive because of the partnerships?

2. Have students' and teachers' attitudes toward/interest in science and/or math improved/increased due to the project?

3. At the elementary/middle school levels, are teachers more comfortable with/knowledgeable about science?

Tutorial and/or Mentorship Activities

Project C.H.A.M.P.S. (Napa Valley, California)

This district-wide program for educationally disadvantaged and gifted elementary and middle school students incorporates two tutorial components: an adult volunteer tutoring program to improve elementary students' reading skills and a cross-age tutoring program between middle and elementary school students.

Partnerships for Educational Excellence in the Oakland Public Schools (Oakland, California)

One of the three major components of this project is the establishment of the Oakland Mentoring Center. This Center will provide information and technical assistance to groups starting or operating mentoring and/or tutoring programs. The Center will also act as a clearinghouse for community resources where mentorship and tutorial programs, foundations, contributors of funds and equipment, and representatives from various social services can be managed and coordinated for greatest benefit to students.

Corporate Coaches for Career Development (Georgia)

This project targets rural and economically disadvantaged gifted high school students. A key element is the mentorship program which will provide a business mentor for each student. This project element incorporates a training program and development of training materials for corporate coaches.

Brooklyn School/Business Alliance Project (Brooklyn, New York)

The focus of this project is on the development and coordination of mentoring programs and job shadowing experiences for high school and middle school students in the health care industry and small business sector. These activities are intended to provide students with the opportunity to work closely with professionals in different fields.

The Team Tutoring Project (Seattle, Washington)

The recruitment and training of parent and community persons as tutors for students in the participating schools is a key element of this project. Teachers, who have experienced state-of-the-art training in areas of teaching and learning, will train and coordinate volunteer tutors for their students imparting knowledge about teaching and learning styles and helping volunteer tutors to acquire skills in teaching methodologies.

Possible Questions

1. Does tutor/mentor satisfaction with the experience match expectations?

2. Do tutors or mentors believe they were adequately trained for their role?

3. Are there positive attitudinal or achievement changes in the majority of students which are the result of the tutoring or mentoring?

4. Was there any difficulty in recruiting the numbers or types of tutors or mentors desired? Why? Was the problem solved? How?

College/University Linkages with Precollegiate Education

Partnerships for Educational Excellence in the Oakland Public Schools (Oakland, California)

Universities and colleges in the Oakland area are key members of the partnership alliances that have come together for this project. Activities in the project are in support of the work of the Commission for Positive Change in the Oakland Public Schools.
The Commission is a collaborative effort among whose initiators is the University-Oakland Metropolitan Forum. The Forum is a partnership dedicated to using the resources of colleges and universities to enhance the quality of life in the Oakland region. Participating institutions of higher education include Holy Names College, Mills College and the University of California at Berkeley.

Corporate Coaches for Career Development (Georgia)

West Georgia College (Department of Special Education) is one of three partners in this project which focuses on gifted students in rural areas and from economically disadvantaged families. The College is a full member of the project management team and has the following responsibilities: advising on the development of seminar materials to ensure appropriateness to the target student population; assisting each local program site on appropriate identification procedures to identify students for the program; and evaluating activities throughout the life of the project.

A Partnership for Science and Math Learning in Urban Middle Schools (Newark, New Jersey)

The New Jersey Institute of Technology and its Center for Pre-College Programs is the key partner for this project. The Center, established in 1978, conducts a broad array of programs for students and teachers to improve the quality of math and science education in secondary and elementary schools in Newark and other urban areas of northern New Jersey. The Center, itself, is a partnership with the private sector and New Jersey public schools. It will have prime responsibility for the teacher school-year and summer inservice support programs and a primary role in curriculum development which will create an integrated science and math program intended to transform students from observers to participants in the learning process. The Center will also provide access to business and industry through its private sector members.

The Interactive Learning Environment Project (Brooklyn, New York)

Bank Street College and its Center for Children and Technology is the major partner external to Community School District #18 in this project. The College will have the lead responsibility in development of a model teacher training program for effective use of multi-media technology within the curriculum areas of math and science, and for development of an administrator training program. The Center for Children and Technology is responsible for project evaluation.

Cooperative Alliance for Gifted Education (Cleveland, Ohio)

Kent State University, an institution with a distinguished history in research in gifted education, will be responsible for development of non-traditional assessment techniques to identify minority and disadvantaged gifted and talented students across grades K-12. The University will also assist in developing improved educational programming for the target student population through the use of technology. The University is responsible for evaluation of all components of the project.

Education for Tomorrow Alliance (Conroe, Texas)

This project establishes an alliance incorporating a research facility, Houston Advanced Research Center, the host agency for the Alliance and institutions of higher education. The Director of the project is on the faculty of Baylor College of Medicine. Access to academic-based scientists, mathematicians and engineers for the project will be through the institutions of higher education.

School Restructuring Through Partnerships (Vermont)

The Community College of Vermont is one of three lead partners for this project. The Vermont Partners in Education Program (VPIE) is one of the statewide partnership programs that will be brought together under the aegis of this project. VPIE is a drop-out prevention program developed by the Community College which brings businesses and Vermont colleges into partnerships with schools. Specific activities created by VPIE will be emphasized in the project as model partnering activities to all participating schools.

Education for the 21st Century (Manassas Park, Virginia)

George Mason University's developing partnership initiative, the Institute for Educational Transformation (EIT) is the sponsoring partner for this project which aims to effect

fundamental transformations of the inter-relationships among the partners and in the operations of the Manassas Park Public Schools. The University will be an active partner in activities to improve curriculum and instruction. The University's College of Education and Human Services will provide key staff for the development of a "technologized" textbook which will integrate learning systems with media resource banks.

Questions

1. If the LEA(s) has worked with universities/colleges prior to the partnership project, is there anything different about this project experience in terms of the working relationship?

2. How would the LEA(s) participating staff characterize the working relationship with higher education faculty? How would the higher education participating faculty characterize the relationship?

3. Do the LEA(s) and the institution(s) of higher education plan to continue a substantive relationship?

4. Where a university(s) or college(s) was a key developer/provider of staff development activities, how do LEA staff characterize the quality of inservice training compared to that developed and provided by the school district?

5. In projects where elementary, middle and/or secondary students interacted with university or college faculty, were there observable positive impacts on students in terms of college goals?

Career and Vocational Education

Anchorage Vocational Academic Institute of Learning (AVAIL) (Anchorage, Alaska)

This project intends to establish an alternative school for high school dropouts and enrolled students who are at risk of dropping out of high school. The partnership will involve businesses in an effort to provide career and vocational exploration and employment following completion of students' program in the alternative school or following their graduation from high school.

Partnerships for Educational Excellence in the Oakland Public Schools (Oakland, California)

The University-Oakland Metropolitan Forum, a key partner in this project, will provide assistance to Oakland's Career Academies. Technical support, evaluation and monitoring assistance will be provided. The Career Academies provide exposure to major sectors of the economy (e.g., health, engineering, media) through curriculum, work experience, laboratories and relationships with employees. The Forum and its partners in the Commission for Positive Change in the Oakland Public Schools will provide expertise in the programs' development and implementation, and linkages to local and regional employers.

Taylor Compact Partnership (Taylor County, Florida)

The project goal is to establish an Environmental Studies Institute within Taylor County High School targeted to students who are considered disadvantaged, unmotivated, disinterested, or significantly underachieving. The strategy is to renew these students' interest in school through a career-focused alternative program which will improve their academic performance, understanding of the interrelationship between environmental studies and the world of work and encourage students to remain in school and graduate. Students will have opportunities for career exploration in the environmental field and work study internships which are intended to promote career opportunities in jobs related to the environment upon graduation.

Corporate Coaches for Career Development (Georgia)

This is a demonstration project for a comprehensive career awareness program specifically designed to address the needs of rural and economically disadvantaged gifted students. Students identified for the program will participate in a two-year sequential set of activities that include: seminars in career awareness and personal skills; a mentorship component which provides a business mentor for each student; summer work experiences; and career/educational preparation seminars to develop career goals and to encourage students to enter higher education. The project will utilize a statewide network of businesses accessed through the Georgia Business Forum.

Teaming for Excellence (Flint, Michigan)

Two major objectives for this multi-level partnership are the definition of a set of "basic employability skills" for integration into school curriculum and instruction, and the establishment of a pilot "employability development strategy" that provides a sequence of services (including career awareness, counseling, basic skills remediation, mentor support,

job placement and work experience) that students need to make career decisions and successfully move from school to work or to higher education. A key element in this employability development strategy will be establishment of a formal "Compact" between area businesses and the schools that links student performance to access to jobs.

Brooklyn School/Business Alliance Project (Brooklyn, New York)

The purpose of this project is to establish and coordinate mentoring programs and job shadowing experiences for high school and intermediate school students drawing upon the health care industry and small businesses in the area. Activities will recruit community resources, address educational quality, increase the skills of both educators and business people to benefit students and stimulate career awareness and job readiness skills. The project taps into two of the strongest segments of the Brooklyn economy: health care and small, especially neighborhood, businesses. Components within the project will support curriculum improvements which relate school work to the world of work and workshops for teachers and school administrators which will enhance their awareness of local employers and help school staff to promote and maintain linkages with businesses.

School Restructuring Through Partnerships (Vermont)

This project brings together several statewide model partnership programs including two which focus on career and/or vocational education. The Community College of Vermont's VPIE program has been described. The project also incorporates the Jobs for Vermont Graduates Opportunities Awareness Program. This program, based on a national dropout prevention and employability development model program, uses a curriculum which emphasizes career awareness and job preparation activities utilizing partnerships with businesses. The 12th grade Jobs for Vermont Graduates program has been successfully demonstrated in the state. Through this project, the newer 9th -11th grades Opportunities Awareness Program model will be implemented in pilot schools.

Questions

1. How successful was the project in involving the number of business and/or individuals from business/industry as planned for project activities? If there were problems, to what can these be attributed?

2. Was participation of business/individuals sustained over time in the project? If not, why not?

3. How would students characterize their experience and relationship with persons from business/industry? How would persons from business/industry characterize their experience and relationship?

4. What was the most important element of business/industry or other employees in terms of project outcomes?

5. In general, were there substantive improvements in students' understanding of the connection between school and the world of work? In students' personal career goals?

Alternative Schools/Programs

Anchorage Vocational Academic Institute of Learning (AVAIL), (Anchorage, Alaska)

This project will establish a storefront alternative school for at-risk students and youth who have dropped out of school which will serve 60-100 students on an on-going basis. In addition to the school and career awareness and employability components, students will have access to support services through the Anchorage Department of Health and Human Services. The University of Alaska at Anchorage will use the alternative school to train preservice secondary teachers who will be placed in the program for three months. Key components of this program have been described under other categories of major project elements.

Partnership for Educational Excellence in the Oakland Public Schools (Oakland, California)

One of three major project components is assistance to the Oakland Career Academies, alternative programs in four Oakland high schools. These academies were established by a partnership between the Oakland Public Schools and the City of Oakland. The Academies are targeted to at-risk students. The program in the academies assists students to relate school to the world of work, provides career awareness and exploration, helps students become employable and connected to area employers and provides a challenging but supportive learning environment for students.

Taylor County Compact (Taylor County, Florida)

This project will establish the Environmental Studies Institute which has been described in another category of major project elements.

Possible Questions

1. Have students' attitudes toward school changed? In the perception of the students? In the perception of teachers and administrators? In the perception of students' parents?

2. Did a larger percentage of students in the alternative programs complete or continue in school as compared to their peers with similar school and personal histories?

3. How do the students in these programs characterize them as compared to the regular high school program/environment?

Gifted and Talented Education

Project C.H.A.M.P.S. (Napa Valley, California)

This is a district-wide program which targets gifted, as well as educationally disadvantaged students in elementary and middle school. Objectives include raising each gifted student to above grade level achievement in mathematics and reading and having each gifted student score "exemplary" in authentic assessment of history/social science/geography projects. Project partners will operate volunteer and tutorial programs and parents and students will participate in workshops to raise educational expectations.

Corporate Coaches for Career Development (Georgia)

This is a program for rural and economically disadvantaged gifted high school students who may enter the two year sequence in either 10th or 11th grade. The program is basically a comprehensive career awareness program which, through a variety of activities, seeks to develop positive self-concepts among participating students, increase the number of rural and economically disadvantaged gifted students who enroll in higher education and improve the identification of rural and economically disadvantaged gifted students in Georgia. State data indicate significant under-representation of these student populations in programs for the gifted. Specific program elements have been described under another category of project elements.

Masterminding: Partners in Learning and Using Mathematics and Science (Boston, Massachusetts)

This project targets gifted and near-gifted educationally disadvantaged students in grades 5-7 and will operate in two school during the project timeframe. The purpose is to demonstrate that the resources of community partners can enrich the educational program and substantially increase students' interest and achievement in math and science. Project activities will engage individuals and partner organizations directly as mentors and tutors. Students will have early and extensive exposure to math/science -based careers in diverse settings.

Cooperative Alliance for Gifted Education (Cleveland, Ohio)

This project will establish a collaborative network of organizations and personnel to focus on the problem of identifying and serving minority and/or economically disadvantaged gifted and talented students through the use of technology. The development of non-traditional assessment techniques to identify gifted students has been described in another category of project elements. The project will establish educational informational centers in both traditional and non-traditional settings to assist with the development of a framework for the use of technology in the development of integrated, experiential and inquiry-based learning experiences. These centers will provide students with access to technology-based educational experiences at hours beyond the traditional school day.

Possible Questions

1. Did the number of students identified as gifted increase in the target populations as a result of the efforts to improve identification of such students?

2. Did teacher attitudes toward these students change after they were identified as gifted?

3. Was there a demonstrated change in students self-perception following their identification?

Comprehensive Student Services

Anchorage Vocational Academic Institute of Learning (Anchorage, Alaska)

This alternative school will provide comprehensive support services through two partners, the Anchorage Department of Health and Human Services and Covenant House. The project anticipates serving a number of truly indigent and possibly homeless students. Nutritious meals and clothing, as needed, will be provided.

Quality Education Project (Compton, California)

Cities in Schools, one of three partners in this project, will help to reposition staff from existing human services agencies and volunteer organizations and to use the schools as locations for the integrated delivery of human services. Specifically, CIS will train the project director in the CIS program and select, train and coach CIS Lead Teachers. Student needs will be analyzed as they relate to local human services and CIS will negotiate with local institutions and agencies for their participation and for repositioned staff to serve students. Students will be connected with appropriate human services agencies and staff repositioned to the schools. Coordination of services among federal agencies and other human services agencies will be facilitated to meet the needs of target students and their families.

Teaming for Excellence (Flint, Michigan)

This project incorporates a major component focused on providing supportive services that children and youth need to succeed and stay in school. Through work with the Executive Forum for Family Health, the Council on Human Investment, the Flint Priorities 90s project and other human services coalitions, the project partnership will support pilot projects designed to integrate/link social services into the schools. A major focus of these efforts will be the establishment of policy-level support for collaborative services, identification of barriers to comprehensive services and development of co-location and/or multi-service center strategies linking social service agencies with the pilot schools and the redesigned Community Education Program.

Possible Questions

1. What barriers were encountered (bureaucratic, regulatory, turf), if any, to coordinating/relocating/or increasing referrals with social service agencies? the schools?

2. Do students and/or their families see any cause and effect relationship between more comprehensive and coordinated services and success and/or retention in school?

3. How did service providers' perceptions about their services to clients change? Their professional satisfaction change?

V. PARTNERSHIP STRUCTURES

This section of the paper briefly describes each project's partnership structure. The projects are grouped according to the complexity of the structure. The categorization is in terms of the **nature of the partnership structure** and does not necessarily correspond to the complexity of a project's workplan or objectives.

Categorization of the partnership structures is based upon the dominant elements of each and reflects some "best" judgements where roles of partners are not defined in detail. Each partnership has been placed in the category for which the majority of elements correspond to that partnership's structure.

SIMPLE PARTNERSHIPS: There is one managing partner and other partners provide supportive services or resources. The LEA(s), if it is not the managing partner, is a recipient of services, a cooperating participant or provides access to students.

Anchorage Vocational Academic Institute of Learning (AVAIL)

Anchorage School District
Municipality of Anchorage, Department of Health and Human Services (Public Health Division)
Covenant House
Key Executives from private industry, including Burger King Restaurants, Carr-Gottstien Properties, 5th Avenue Mall Stores, and the First National Bank of Anchorage

The Anchorage School District is the fiscal agent and responsible for management and administration of the project, as well as for project evaluation. The project director is an employee of the school district and is responsible to the Director of Secondary Education.

The community and business partners are members of the project committee and provide resources and services in support of the project. These partners participated in a year-long planning effort which resulted in this project to establish an alternative high school.

Project Partners (Compton, California)

Quality Education Project (QEP)
California Local Educational Reform Network (C-Lern)
Cities in Schools(CIS)
Compton Unified School District

QEP, a partnership organization of foundations, businesses and school districts, is the fiscal agent for the project and will manage and coordinate total program operation.

C-LERN, a program of the California State Department of Education which develops strategies to improve the instructional program at the school site level through research-based school improvement models, will train target school staffs and community representatives to analyze the instructional program in the participating schools, assist with the development of an improvement/intervention plan and monitor the implementation of the restructuring program.

CIS, a national non-profit organization which organizes and coordinates local resources to assure necessary support services for students, will assist in organizing and repositioning community services to meet the needs of the students in the participating schools.

Nine elementary schools in the Compton Unified School District will participate in the project.

Representatives of the participating partners will serve on the project task force to assist in guiding the project activities.

This project is intended to assist with restructuring the educational program in the Compton schools in order to meet the educational and support services needs of students who are educationally and economically disadvantaged.

The Visiting Scientists Program (Colorado)

The Colorado Alliance for Science
The University of Colorado-Boulder

The University of Colorado-Boulder is the host institution for the Colorado Alliance for Science and is the fiscal agent for the project. The Alliance will manage the project.

The Colorado Alliance for Science is a consortium of schools, school districts, businesses, industries, higher education institutions, research laboratories, government agencies, community groups and individuals which was founded in 1982.

Through this project, the Alliance's Visiting Scientists Program will be expanded to serve additional school districts and regions of the state through expanding the networks of the above participants in the consortium.

A Partnership for Science and Math Learning In Urban Middle Schools (Newark, New Jersey)

The Newark School District
New Jersey Institute of Technology (NJIT)
The Foundation at NJIT
The Newark Museum
The Newark Education Council

This project will operate and be managed through the New Jersey Institute for Technology and the Foundation at NJIT will act as fiscal agent for the project. The project director is the Assistant Vice-President for Academic Affairs at NJIT.

The Newark Museum will provide resources for the Science Kits for classroom instruction, plus Teachers' Guides and supplies for science activities for students.

The Newark Education Council, a collaborative organization of the business, community and public sectors, will assist, through the Councils corporate members, in curriculum development, classroom visits and activities to promote career awareness in science and math among the students.

NJIT will develop, organize and deliver the teacher and administrator inservice training which is the core of this project. NJIT will incorporate expertise of business and industry in the development and delivery of the inservice training.

The Newark School District will utilize this project in support of the restructuring efforts in the Newark School Cluster Program, a cluster of one high school and seven elementary schools under the jurisdiction of one administrative office in the school district. a s part of the Cluster School Program, magnet programs are to be established that focus on science, math and technology in the high school and one elementary school (which includes the middle school grades in Newark).

Cooperative Alliance for Gifted Education (Cleveland, Ohio)

Kent State University, College of Education
Cleveland Public Schools
The Joint Partnership Advisory Committee

Kent State University will act as fiscal agent for this project. The project will be directed, managed and evaluated by faculty in the University's College of Education.

The Joint Partnership Advisory Committee (JPAC) is composed of members from K-12 and Higher education, businesses, community agencies and philanthropic organizations. Kent State, the Cleveland Public Schools and IBM are the members of the Committee defined as the project partners, as defined by the authorizing statute for the U.S. Department of Education's Educational Partnerships Program. There are ten additional members of the Advisory Committee.

The JPAC will guide all components and phases of the project, with the co-principal investigators for the project, who are faculty at Kent State University, acting as co-chairs of the JPAC. The intent is to carefully document the process for developing the JPAC. Members of the Committee will provide financial assistance to support the project in the years of declining federal support and following the federal project period.

Schools within the Kennedy/Marshall cluster in the Cleveland Public Schools will participate in this project. This cluster has been designated as the technology magnet school cluster for the city.

Education for Tomorrow Alliance(Conroe, Texas)

Conroe Independent School District
South Montgomery County Woodlands Chamber of Commerce
Houston Advanced Research Center (HARC)

HARC, an independent, non-profit organization, will serve as the fiscal agent for the project.

The Education for Tomorrow Alliance (ETA) is a non-profit Texas corporation which has been incorporated into the Houston Advanced Research Center. The affairs of the Alliance are managed by a board of directors. The Director of ETA reports to both the board of directors and to HARC's Vice President of Business Affairs. The Alliance has absorbed several preexisting partnership programs. The ETA currently includes the above listed project partners, plus other area businesses.

A full-time ETA Coordinator (to be hired) will manage the project under the direction of the ETA Director who has overall responsibility for ETA programs and policies. 1990 is the first year of ETA; the Alliance's development will be documented as part of the project evaluation.

Commitment to Quality (Virginia)

Virginia Department of Education
Xerox Corporation
Prince William County Public Schools
Wise county Public Schools
Chesapeake City Public Schools

The Virginia Department of Education is the fiscal agent for the project and has direct responsibility for directing, managing and overseeing implementation of the project in the participating school districts.

The project will be led by two project leaders, one from the Virginia Department of Education and one from Xerox Corporation. There is a Quality Strategy Team composed of staff from the DOE, Xerox, the superintendents of the participating school districts, and two persons who are on the faculties of two Virginia Universities. In addition, there is a Quality Project Team composed of the two project leaders and the Quality specialists from the Department and the participating school districts.

The Xerox Corporation will assist in project guidance as described above and is responsible for the adaptation of the Quality program for organizational change for use in the schools. Xerox's support for the program is an in-kind contribution.

This project is a demonstration for the purpose of initiating organizational change in the structure of Virginia's public schools.

The Team Tutoring Project (Seattle, Washington)

The Citizens Education Center
New Horizons for Learning
Partners in Public Education (PIPE)
The Seattle Public Schools and Cooper Elementary School

The Citizens Education Center (CEC) is the fiscal agent for the project and is responsible for the different sites for overall management and for coordination of all project activities and the various project responsibilities among the project management team. The project will be guided by a broad-based advisory committee.

The Citizens Education Center is a private, non-profit corporation whose sole mission is to facilitate citizen involvement in the schools. It is based in Seattle, but its scope is

throughout the state and in the Northwest. CEC will develop materials, deliver training for school staff and tutors and be responsible for dissemination activities from the project.

Partners in Public Education (PIPE) is a clearinghouse serving the Seattle Public Schools and Seattle business, industry and community organizations in establishing partnerships to improve education in the Seattle Public Schools. PIPE will identify adult, college and high school tutors for the project.

New Horizons for Learning (NHL) is an international organization based in Seattle which is dedicated to helping educators and laypersons understand and use research-based models of teaching and learning. NHL will assist in designing training for staff and tutors.

MODERATELY COMPLEX PARTNERSHIPS: These partnerships are characterized by actual shared management or decision-making among two or more of the partners, multiple partners with substantive program responsibility, more than one substantively engaged partner from a sector or similar organization/institution,e.g.,universities, community colleges, community organizations, etc., and the involvement of the LEA(s) as a defined managing partner sharing overall responsibility for the total project.

Taylor Compact Partnership

Taylor County School District
Taylor Chamber of Commerce
Procter & Gamble
Florida Department of Education

The Taylor County School District will be the fiscal agent for this project. Project administration is lodged with the Florida Department of Education. The newly established Taylor Compact Partnership, composed of the above named partners, will be responsible for overall development of the Environmental Studies Institute and for monitoring, implementation, progress and reviewing performance outcomes. The project coordinator will be an employee of the school district.

Specific programmatic responsibilities of the partners are:

Taylor County School District: teacher training, student internships
Procter & Gamble: curriculum development and student internships
Taylor Chamber of Commerce: student internships and the summer work program (the Chamber will be assisted by the Private Industry Council)

Florida Department of Education: curriculum development and teacher training

The Partnership was initiated by Procter & Gamble. The project is considered by involved partners as a model for curriculum reform and restructuring of the high school educational program for the benefit of disinterested students or students performing well below their potential.

Corporate Coaches for Career Development, Georgia

Georgia Business Forum, Inc.
Georgia Department of Education
West Georgia College

The Georgia Business Forum is the fiscal agent for the project. The three partners have formed the Project Management Team, with responsibility for coordinating project activities lodged with the Georgia Business Forum. The Project Management Team will select local school districts for project participation.

The Georgia Business Forum is a non-profit organization whose mission is to generate business involvement in the discovery and education of gifted, talented and creative children in public education in the state of Georgia. The Georgia Business Forum, in addition to its overall coordination responsibilities, will facilitate the identification of program sites, development of materials for program seminars, identification of local program directors, recruitment of both state and local business resources, and provide the technical assistance during program implementation at each participating school district.

The Georgia Department of Education will assist in local site selection, development of materials and project evaluation. The Department will have primary responsibility for dissemination of project outcomes and for advising local program directors about identification of gifted students.

West Georgia College will advise on the development of seminar materials and assist each local program with identification of students. The College's primary responsibility is project evaluation.

Masterminding (Boston, Massachusetts)

Boston Partners in Education, Inc.
Boston Public Schools
The Museum of Science
Dynatech Corporation

Boston Partners in Education is the fiscal and administrative agent for the project. Staff from the four organizations comprise the project management team, with Boston Partners for Education having primary responsibility for coordination , evaluation and dissemination of project results.

Boston Partners in Education is a non-profit organization established in 1966. In addition to its project responsibilities described above, this organization will be responsible for recruiting, training, placing and supporting volunteers for the project and for fund-raising for project maintenance and continuation.

Boston Public Schools are recipients of the Partnership services at the school level and the school district is expected to participate in school-level planning, assisting in following targeted students from grade to grade and recognizing and encouraging participating teachers.

The Museum of Science's responsibilities include designating a project director to be responsible for the Museum's role in the project, fund-raising, serving as chief curriculum development consultant, designing the project evaluation, generating publicity and providing Museum resources and materials.

Dynatech Corporation responsibilities include taking the lead for fund-raising, providing access to additional private sector volunteer pools, and chairing the Masterminding Advisory Committee. Dynatech provided the funding for the feasibility and project planning phase for this project.

Brooklyn School/Business Alliance Project (Brooklyn, New York)

Brooklyn Economic Development Corporation
South Brooklyn Local Development Corporation
Methodist Hospital of Brooklyn
New York City Public Schools, Office of School and Business Linkages
The New York City Office of Business Development

This partnership consists of two non-profit business development agencies, a private-voluntary hospital, the school district and a New York City municipal agency. The Brooklyn Economic Development Corporation (BEDC) is the fiscal agent for the project and the President of BEDC will be responsible for overseeing implementation of the project, monitoring, soliciting participation of businesses and acting as liaison to the school district and the New York City Office of Business Development.

There is no description of a formal partnership structure, but rather a list of key staff persons in each of the participating organizations describing individual's roles in the project. It is unclear whether an organized partnership oversight/planning/implementation group will be established.

The Interactive Learning Environment Project (Brooklyn, New York)

New York City Board of Education: Community School District 18
Bank Street College, The Center for Children and Technology
New York Power Authority
Liberty Science Center and Hall of Technology
Bureau of Technology Applications, New York State Education Department
IBM Corporation
Apple Computer, Inc.
Brooklyn Technical Assistance Center, New York City Board of Education

Community School District 18, which operates under the fiscal control of the Central Board of Education, is the fiscal agent for the project and has the administrative responsibility for the overall project which will be carried out by the Deputy Superintendent for Curriculum and Instruction. A project director (to be hired) will be responsible for managing and coordinating all project activities.

The Center for Children and Technology at Bank Street College is responsible for teacher and coach/facilitator training, development of appropriate model instructional materials, all aspects of program research and evaluation, conduct of a Summer Institute for project teachers, and technical expertise. CCT will provide the services of its director as senior project advisor at no cost to the project.

The New York Power Authority will provide the student mentoring component for the project.

The "formal" partnership for this project is that of Community school District #18 and Bank Street College as represented in a an agreement entered into by the two parties. The additional listed partners are providing services and resources to the project.

This project is intended to be a demonstration for restructuring the learning environment for middle grade students through the use of interactive educational technology. The partnership relationship between the school district and Bank Street College is planned to continue.

COMPLEX PARTNERSHIPS: These partnership structures exhibit all or most of the characteristics of the Moderately Complex partnerships plus one or more of the following characteristics: two or more levels of partnerships in the project; establishment of a new formal partnership organization to carry out the project; and/or two or more partners from two or more sectors.

Project CHAMPS (Napa Valley, California)

Napa Valley Unified School District*
Napa Valley College
International Business Machines
Pacific Bell
Napa Valley Private Industry Council
Napa Rotary Club
Parents' Organizations from the Chapter 1 Schools
National Alliance of Business
Napa Valley Unified Educational Foundation
Queen of the Valley Hospital
Solano-Napa Agency on Aging
Napa City-County Library
KQED, San Francisco
California State Department of Education
Napa County Human Services Delivery System

The Napa Valley Unified School District will act as the fiscal agent for this project and is responsible for coordinating the total collaborative project, training for school district staff and community/parent volunteers and supporting the schools in the project in site-based autonomy in program decisions.

This project brings together local, state and national organizations from the public, non-profit and for-profit sectors in a rather intricate structure.

The organization for operation of the multi-party partnership is not stated, i.e., will representatives of all involved partners meet regularly? only some of the organizations? The operational responsibility lies clearly with the school district with the Assistant Superintendent for Instruction acting as the project director and staff of the school district assigned responsibilities for all components of the project.

The partners programmatic and other support responsibilities are clear. They are providing 100% of the matching funds, operating the volunteer and tutorial programs and coordinating and participating in the parent and student workshops. In addition, monies and in-kind donations for the student incentive program will be provided from project partners.

This project is intended as a major restructuring effort in the Napa Valley Unified School District. The stated objective is to continue the collaboration among the participating partners following the period of the federal project.

Partnerships for Educational Excellence in the Oakland Public Schools (Oakland, California)

University of California at Berkeley
Oakland Unified School District
The University-Oakland Metropolitan Forum
The Commission for Positive Change in the Oakland Public Schools
The Urban Strategies Council

The University of California at Berkeley is the fiscal agent for this project. This partnership is a system of alliances among the stated partners, of whom three (the Forum, the Commission and the Council) are themselves inter-agency alliances. The management and operational responsibility for the project are vested in the Forum. The Commission, itself, is a project of the Forum.

The Forum is a partnership of area universities and colleges dedicated to enhancing the quality of life in the Oakland region.

The Commission was formed by the Urban Strategies Council teaming with the Forum. The Council's mission is to break the cycles of persistent poverty in Oakland. The Commission is endorsed by the Oakland Board of Education and the Commission co-chairs meet weekly with the superintendent of schools. The directors of the Forum and the Council are co-chairs of the Commission.

This project addresses first priorities of the Commission and the objective is to effect broad scale reform in the Oakland Unified School District. The Commission, itself, was established with an expected life of six years. The Forum and the Council are on-going organizations.

Teaming for Excellence (Flint, Michigan)

Baker College
Concerned Pastors for Social Action
Flint Area Chamber of Commerce
Flint Community Schools
Genessee County Board of Commissioners
Genessee County Department of Social Services
Genessee Area Focus Council
Genessee Intermediate School District
The 21 School Districts of the Genessee Intermediate School District
GMI Engineering and Management Institute
Hurley Medical Center
JOBS Central (JTPA)
McLaran General Hospital
Michigan Education Association
Michigan Partnership for New Education
Mott Children's Health Center
St. Joseph's Hospital
United Auto Workers
United Teachers of Flint
United Way of Genessee and Napier Counties
University of Michigan - Flint
Urban League of Flint

The Genessee Intermediate School District is the fiscal agent for this project. The GISD serves 21 school districts in Genessee County. Three levels of partnership/ collaborative structures are being established for this project: The Flint Roundtable, the Planning Team and three Focus Panels which will focus the work with education, employers and human services. The Roundtable has the overall policy development, fundraising, coordination and advocacy roles for the community-wide effort. Members of the Roundtable are 21 plus CEO's of key public, voluntary and private sector institutions.

The Planning Team is comprised of a senior level administrator from each of the partners in the Roundtable. The responsibilities of the Planning Team are to assure that appropriate actions, commitments and agendas are carried out in accordance with the decisions of the Roundtable. The Planning Team, working with the staffs of partner organizations, will be responsible for developing proposals for consideration by the Roundtable.

The Focus Panels will integrate and expand existing collaborative initiatives for school improvement thus bringing these efforts into the Roundtable process and avoiding duplication. The Panels are also intended to serve as conduits for ideas, needs analyses and constituent reactions to Roundtable initiatives. The Roundtable Executive Director and the Program Manager, who is an employee of the Flint Community Schools, will serve as liaisons

to the Panels. There will be some cross-over membership among the Panels, the Planning Team and the Roundtable due to individuals' involvement with existing collaborative efforts.

The goal of the multi-level, community-wide partnership structure is the restructuring of education and community services for comprehensive reform of the schools. The partnership is intended to be on-going and is modeled on the Portland, Oregon Roundtable structure established in 1984.

School Restructuring Through Partnerships (Vermont)

Vermont Department of Education
Community College of Vermont
Champlain Valley United High School
Hazen Union High School
Lamoille Union High School
International Business Machines Corp.
Digital Equipment Corp.
Vermont Chamber of Commerce
New England Telephone Company
National Life Insurance Company
Central Vermont Public Services Corporation
Chittenden Bank Corporation

The Vermont Department of Education is the fiscal agent for the project. Project management will be shared by the State Department of Education and Community College of Vermont and carried out by the grant management team composed of two staff from the Department and three from the Community College. The Grant Project Director (to be hired) will be an employee of the Department. This project brings together several existing partnership/collaborative statewide efforts to restructure the Vermont schools.

This project will support a statewide effort in school restructuring launched in 1989 which is lodged with the Department of Education and help to expand the Community College's existing statewide partnership program, Vermont Partners in Education. The project also incorporates another partnership program, Jobs for Vermont Graduates, which is a partnership between the Vermont State Chamber of Commerce and the Department of Education.

The State Department of Education is responsible for the educational programmatic activities and for support for three pilot high schools in one component of the project.

The Community College has specific responsibility for expanding the state network of Vermont Partners in Education and for providing training sites and central points for assistance and liaison with the five secondary schools.

The business partners, in addition to assisting with outreach to involve additional businesses in partnerships with schools, will contribute some financial assistance and provide mainly in-kind support.

The major purpose of this project is to function as a mechanism for linking and integrating existing partnership and restructuring efforts in Vermont to cement progress and to expand the impact of existing efforts in the state. The "project" per se is intended to accomplish its linking objectives during the federal project period. The partnership and collaborative efforts are intended to continue, but in a much more cohesive effort.

Education for the 21st Century (Manassas Park, Virginia)

George Mason University
College of Education and Human Services
Center for Applied Research and Development (CARD)
International Business Machines
Manassas Park Public Schools
Manassas Park City Council
Signal Hill Development Corporation

George Mason University will be the fiscal agent for this project and host organization for the umbrella partnership which is being developed, the Institute for Educational Transformation, lodged within CARD. IET is a partnership among Northern Virginia School districts, George Mason University and business corporations in the Manassas area. The Project Director is the Associat Director of CARD.

The project will initiate a portion of the planned activities of IET and incorporates in the project structure levels of partnerships, as well as several distinct partnership activities. IET, itself is a developing partnership and the project, Education for the 21st Century, is a partnership. Activities within the project also require developing specific working partnerships. CARD is a consortium of nine school districts in Northern Virginia and the College of Education and Human Resources within George Mason University.

While the project director is located at the University, the school board and the superintendent of the Manassas Park Public Schools have authority over the project.

The project will be guided by a project planning committee composed of the lead project staff and the leaders of the major partners. This committee is charged with both the development and support of the partnership, and with developing partnership activities that work at three levels:

- o Specific service activities provided by single partners to the schools that relate to school district priorities;

- o jointly planned and implemented activities that are still independent of one another and separate from "mainstream" school system processes; and

- o Jointly planned and implemented activities that have systemic impact upon the school system.

The intent of this project is to "transform" the Manassas Park schools to meet the needs of all students and the broader expectations of the partners for the public schools. The developers of the project reflect a refreshing understanding and realism about the complexity of developing joint ownership of the project and its levels of activities and joint responsibility for successful implementation of the activities.

VI: SUGGESTIONS FOR COMMON QUESTIONS ACROSS THE PROJECTS

VI. SUGGESTIONS FOR COMMON QUESTIONS ACROSS THE PROJECTS

This section of the paper suggests some questions which all projects might be asked to address as part of their project documentation. Given the disparate nature, objectives and structure of the projects, it is difficult, indeed, impossible to develop a set of questions which can be responded to with quantifiable data. Therefore, the suggestions are for qualitative questions which are applicable to all projects. The suggested questions are in three categories:

1. The development and operation of the partnerships;
2. Project Activities; and
3. Project results.

1. Development and Operation of the Partnerships

- How was the partnership initiated? Who among the partners was the initiator? Was the partnership initiated by organizational action or by an individual (s)? Was there a "neutral" third party (individual or organization) initially involved?

- What barriers, if any, effected the full development of the partnership as envisioned? At the beginning? Over the course of the project?

- To what extent did the partners own the "problem" at the beginning of the project? At the conclusion of the project?

- How do the partners perceive they are changing in attitude or organizational behaviors during the course of the project? Are definitions of professional, leadership and/or organizational success changing? What do persons involved believe were key to shifts (if any) in attitudes, behaviors and/or definitions of success? Was "formal" attention paid to changes in individuals? The group (partnership) behavior?

- Is information about the partnership project being disseminated within each partner organization/agency/institution? How? Have the partners defined expectations for change in their organizations? If so, how are these communicated? What support activities, other than those that may be defined in any of the project, are being carried out?

- Do the partners, as the project progresses, perceive that the partnership(s) is organized to meet its stated objectives?

- Do all partners believe that their roles are productive and essential to the project's operation?

- For those projects (the majority) where there is a partnership structure involving major partners with other "partners" providing services, do these non-managing or less involved partners perceive that they are well informed about the overall project? Supported in their role? Given adequate visibility for their participation?

Data collection for the above questions might include:

- minutes of partnership meetings, correspondence among all participating parties, telephone and personal contact "logs" for the project director (s), lead persons within each partner organization, and persons with on-site responsibility for project activities.

- periodic surveys of the partners addressing appropriate questions from the above list.

- a summary of periodic discussions among the partners led by a neutral third party facilitator.

- a journal in which the partners document their actions and perceptions from meeting to meeting.

- a process evaluation conducted by a neutral party.

2. Project Activities

- What unanticipated problems/issues have arisen in carrying out the project's programmatic activities? What are the perceived causes? Are they controllable/uncontrollable by the partners?

- Are project activities being implemented according to the projected project timeline? If not, why not?

- Is the level of participation of partners adequate to the needs of the activities?

- What unanticipated impact are the project activities having on the participating organizations? If there is unanticipated impact, to what can this be attributed?

- What evidence is there of knowledge about the project activities among staff who are not directly involved in the project within the participating organizations?

- In the perception of participants, are the project activities meeting expectations? This question should be addressed to project partners, involved staff of all participating organizations, and target population?

It is recommended that the evaluator who will be under contract to OERI develop a process evaluation structure to collect qualitative data for the above questions.

Data should be collected at regular intervals but the schedule should not be burdensome to the projects. To the extent possible, projects that are incorporating process questions in their evaluation plans should structure data collection so that it can be used in the overall process evaluation for project activities.

3. Project Results

- How was the partnership(s) a variable in achievement of project objectives? Was the partnership a key variable?
- What impact do the partners believe the project produced in their organizations? If there has been substantive impact, how was this achieved? If there has been little impact, to what can this be attributed?
- How successful has the partnership been in meeting its objectives for institutionalization of project elements, activities, on systemic/policy changes? Why? If institutionalization objectives have not been achieved, will the partners continue to try to meet the objectives?
- What external/environmental factors, if any, affected the success of the partnership? The overall project?
- Looking back, what would the partners change about the partnership structure? About management of the project? About project activities in terms of objectives?
- If the partnership planned to continue after the federal grant period, will all partners continue to participate? If not, why not?

Data to answer these questions should be collected by the evaluator who will be under contract to OERI as part of the final summative evaluation.

While the list of suggested questions is somewhat long, answers to these questions will produce some of the most useful information for purposes of national dissemination of lessons from the Educational Partnerships Program, assuming a primary objective of the Program is to promote partnerships for the improvement of education. In addition, integrating these questions into the Program evaluation across the projects forces the partnerships to think analytically and strategically about what they are doing and about impact and results during the course of the projects, as well as at the conclusion of the formal project period.

VII: PROJECT ACTIVITIES OR ELEMENTS SUGGESTED FOR SPECIAL OBSERVATION

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Selection of an activity or element within a project which is suggested for possible special observation is based upon the potential of the activity or element to add substantially to the body of knowledge about partnerships or to the focus of the issue or need addressed by an activity/element, and/or the activity/element addresses an educational issue that is high on the national educational reform agenda. Each project considers itself a model project, and rightly so, for its community or broader sphere of activity. However, for purposes of recommending activities/elements for special observation, the components of the projects were analyzed within the framework of national initiatives and the likelihood for being considered "models" three to four years from now at the conclusion of the project's participation in the federal program and when final documentation will be completed.

Partnerships for Educational Excellence in the Oakland Public Schools (Oakland, California)

Mentoring Center for Oakland

A major activity of this project will be the establishment of a mentoring center which is intended to coordinate existing mentoring programs for students, expand mentoring programs through a coherent plan and train mentors for Oakland students. The purpose is to assure that the community's potential for providing mentorship to disadvantaged youth is fully realized. The project evaluation plan incorporates an ongoing, formative evaluation for the mentoring center. This will be conducted by an outside evaluator and reviewed by an advisory panel of faculty and community-based program administrators. Adult mentors who have received assistance from the center will be surveyed to assess effectiveness of the center and a sampling of young people who have been supported through mentoring programs assisted by the center will also be surveyed.

The Visiting Scientists Program (Colorado)

This project intends to expand the existing Visiting Scientists Program to schools in small towns and rural areas -- areas which frequently, across the nation, have limited access to concentrations of scientistS and mathematicians in academe and business/industry. The project evaluation plan will assess success in bringing scientists into these areas, the impact on student interest in science and math, and increased awareness among students about careers related to science, math and technology.

Corporate Coaches for Career Development (Georgia)

A major focus of this project is to create a network among Georgia businesses that can connect gifted rural secondary students with persons from business and industry to increase career awareness among these students and increase their motivation in terms of post-secondary education. The project intends to create the capacity in demonstration sites to develop and sustain community partnerships and utilize statewide networks of business persons in order to break down the geographic and cultural isolation of these rural students with high potential.

The project evaluation plan will, among other assessment activities, administer inventories to measure student attitude change and will use a control group in each project site in order to evaluate the increase in number of these rural students who enroll in higher education.

Teaming for Excellence (Flint, Michigan)

The development of the multi-level, community wide partnership structure is suggested for special observation. This structure incorporates a Roundtable comprised of the very top leaders from business, public and non-profit sectors, a Planning Team comprised of senior staff to the members of the Roundtable and three Focus Panels (Education, Business and

Human Services). The purpose of this complex partnership is total restructuring of the organization and delivery of educational and human services in order to improve the educational outcomes for Flint children and youth. The project evaluation plan incorporates a process evaluation and documentation for the development and operation of the multi-level partnership.

A Partnership for Science and Math Learning in Urban Middle Schools (Newark, New Jersey)

A major element of this project is formal teacher training and support for classroom instruction by scientists and mathematicians from academe, business/industry and community resource organizations. Activities for the teacher training will allow teachers to work with their peers, university faculty and industrial scientists and engineers to improve teachers' background knowledge in science and develop science process skills in an active research laboratory. The staff development component of this project will include programs for school administrators to increase their knowledge of science and their ability to encourage and support strong science programs in their schools. The evaluation plan will assess attitudes of the participants in the in-service training and the impact of the training on teaching practices of participating teachers.

Brooklyn School Business Alliance Project (Brooklyn, New York)

One of the continuing challenges for the school/business partnership movement is how to involve small businesses which in many urban school communities and in small towns and rural areas comprise the business community. One objective of this project is to successfully demonstrate strategies to connect small businesses with the schools and to sustain involvement. A "how to" packet will be produced for local development corporations to

assist small businesses in forming linkages with the schools. The project evaluation plan incorporates on-going documentation to assess the effectiveness of the strategies, what improvements may be needed -- what worked and why.

The Interactive Learning Environment Project (Brooklyn, New York)

The integration of computer-based technologies into classroom instruction requires intensive up-front teacher training and long-term support, peer support networks and sufficient time for teachers to learn, practice and be supported in the implementation of computer-based education. The core element of this project is a teacher training program which addresses the above criteria and, through administrator training, addresses the necessity for providing a knowledgeable and supportive school policy climate for the integration and extensive use of technology in instruction. The subject areas selected for the focus of the integration of computer-based technology are science and math. However, the innovative staff development program is applicable to the introduction and use of technology in any subject area.

The project evaluation plan will assess the staff development component through interviews with participants, regular classroom observations, focus groups and the progress of students in the use of state-of-the art technology.

Cooperative Alliance for Gifted Eduction (Cleveland, Ohio)

A key component of this project is the development of a non-traditional assessment model to identify gifted and talented minority and/or disadvantaged students. Non-traditional assessment techniques will use video and computer technology to provide classroom teachers with a valid and reliable tool for identifying these students whose potential frequently cannot be identified through traditional means of assessing intellectual giftedness and special talents. Classroom teachers in the project will be assisted by a series of inservice

programs in the use of the non-traditional assessment techniques. The evaluation plan will focus on change in teachers' attitudes and behaviors regarding the identification and educational services provided to the targeted gifted students. The ability of teachers to use the technology-based assessment model will also be evaluated.

Commitment to Quality (Virginia)

This project will test whether and how a successful organizational change strategy developed in the corporate world can be adapted for use and result in comparable systemic organizational change in schools. The Xerox Corporation's organizational change process, Quality, will be implemented in nine pilot schools in the state for the purpose of providing school leaders with a process that can give them the skills and a framework for restructuring their schools. The process is also intended to empower teachers to give them the tools for problem-solving, quality improvement and effective interaction with peers and supervisors to help them become better decision-makers, effective communicators and leaders. The evaluation will focus on processes and outcomes and will be conducted by an external evaluator familiar with Xerox's Quality strategy. The evaluation will particularly focus on the level of what is being institutionalized: a strategy, working relationships or the process of change itself.

The Team Tutoring Project (Seattle, Washington)

The major element of this project addresses the need for skilled community tutors and mentors who can support and augment in school learning of disadvantaged students using teaching strategies consistent with those employed by students' teachers and responsive to students' learning styles. Teachers will be trained in teaching and learning styles which incorporate the latest research and will , in turn, train community and parent volunteers to work with students. Volunteers will be trained in teaching to diverse learning styles, engaging the multiple human intelligences and teaching learning-to-learn skills.

Participating teachers will also be responsible for coordinating tutor services for their students and for monitoring the effectiveness of the tutoring and the tutor-student relationship.

The evaluation plan incorporates pilot testing of outcome measures in the early project years. In years one and two, the evaluation will also focus on a formative evaluation to improve project outcomes. Special attention will be paid to the effectiveness of the procedures used to train the community and parent volunteers in teaching and learning styles.

VIII: SOME THOUGHTS ABOUT DISSEMINATION

VII. SOME THOUGHTS ON DISSEMINATION

The development of a comprehensive national dissemination plan is beyond the stated scope of this paper. However, after analyzing the funded projects and considering the purposes of the Educational Partnerships Program, it seemed appropriate to offer some suggestions which may help the U.S. Department of Education's planning for national dissemination and help guide the projects, from the beginning, to think about and document experiences, program activities and outcomes in terms of dissemination.

The dissemination plans for the majority of the projects are fairly traditional -- presentations at various types of state, regional and national meetings, publication of articles, etc. A few of the projects do plan to produce "how to" guides and specific training materials, but strategic frameworks for shaping and disseminating information about the projects are minimal, at least as projected in the majority of the project proposals.

There are two major strategic challenges to effective dissemination from national demonstrations: translating information from interesting to usable and penetrating all possible "markets" for information. The following ideas are organized around these two challenges.

Translating Information

- Assure that there is a process evaluation, with particular emphasis on first-year implementation and end-of-project institutionalization efforts.
- Assist each project, through its own documentation activities and the national documentation/evaluation plan, to frame information about strategies, learnings and results so that it is useful to persons in different roles, e.g., business people, school board members, teachers, principals, superintendents, program directors in community agencies, special projects staff in universities and colleges, etc.
- Organize and present information so that it relates to the roles and communities of interest represented by different types of organizations, agencies and institutions, as well as to different types of communities.
- Involve participants in national dissemination activities. They can be the most effective spokespersons for their experiences. Participants should also be involved, at least as strategists and reviewers, in the preparation of publications about the demonstration.
- Avoid the words "model" and "replication" in describing a project or discussing its attributes for expansion to other settings. Since a growing body of people "out there" now understand there are no models which can be transported nor is true replication possible, present analyses of applicable principles and strategies.

- Connect "role alike" participants across the demonstration projects so that they have opportunities to share overall perspectives and analyze experiences. Organize this cross-project information into information packets for national dissemination.

- Carefully document the process for establishing and maintaining each partnership, the perspectives of all involved in each project about what difference the partnership made (and how) in project outcomes, and the relative importance of the role of each partner. Analysis of these perspectives has the potential to become the unique informational element from the projects.

- Use the U.S. Department of Education's NDN or, even better (but probably not possible), develop an NDN type dissemination strategy more appropriate to partnership and collaborative projects which could become a continuing national vehicle with strong credibility for dissemination.

Penetrating the "Markets"

- Anticipate what the national demonstration is most likely to add to an important existing body of knowledge and concentrate on the "packaging" and dissemination of this element(s) of the demonstration.

- Convene a focus group of national organizations (education, business, human services, elected officials) with access to the broadest possible range of networks to discuss effective dissemination strategies from their points of view and the roles these organizations might play. Assure that attention is paid to specific strategies for "vertical" dissemination within organizations with state and local affiliates or informal networks.

- Develop a targeted strategy to discuss project elements and progress with major national philanthropic and corporate foundations interested in funding partnership or collaborative efforts, or specific program elements within clusters of the projects.

- Develop an outreach and communications strategy to connect with community foundations which are becoming major community brokers for partnerships and collaboration.

- Connect at the national level and project level with networks of other major national demonstrations, e.g., the Casey Cities, the Coalition of Essential Schools, the Center for Education and the Economy, the Danforth Foundation's grantees for its new partnerships program, the cities in the Ford Foundation's Urban Math and Science Project, etc.

- If resources can be secured, retain a "social marketing" consultant or organization to assist in developing a strategic dissemination plan and for "packaging the product."

- Consider a partnership for dissemination with an organization(s) eligible to receive grants in order to finance a well developed and comprehensive dissemination program. Or, approach an advertising/marketing company or the National Advertising Council for loaned or pro bono expertise.

END

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